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Appendix 1—Course Description Book**Appendix 2—Parent/Student Handbook**

ATTACHMENT 1

1. Provide the name of the proposed charter school.

1. The name of the charter school is Benjamin Franklin High School.

2. Provide the name of each member of the non-profit corporation that is applying for the charter and the names of the officers or board of directors' members of that non-profit corporation. Include home addresses, telephone numbers (home and office), facsimile numbers and e-mail addresses for each person listed. You must designate an officer of the board as the contact person for the application. In addition, provide background information for each board member, including whether he or she is a teacher, parent, school administrator, and/or community resident. Background information provided must clearly indicate compliance with LA-R.S.17:3983(F)(2).--This is the outline of who can start a charter school.

2. The names of the members and board of directors of the non-profit corporation, Advocates for Academic Excellence in Education, Inc. are

NAME	HOME ADDRESS	OFFICE ADDRESS
Dr. Tim Ryan	New Orleans, La.	New Orleans, La.
Dr. James Meza	New Orleans, La.	New Orleans, La.
Carl Indest	New Orleans, La.	New Orleans, La.
Mr. Duris Holmes (contact person)	New Orleans, La.	New Orleans, La.
Ms. Nancy Pierre	New Orleans, La.	New Orleans, La.
Community Representatives		

Mr. Duris Holmes (Contact Person)

Work Phone: 593-0659 Cell Phone: 301-7101

Email: dholmes@dkslaw.com

1. Timothy P. Ryan, Chancellor, University of New Orleans. Prior to be appointed Chancellor, Dr. Ryan held the post of Dean of the College of Business Administration and was the Hibernia Professor of Economics at the University of New Orleans. He has been on the UNO faculty in the College of Business since 1976. Dr. Ryan is the father of a current Franklin student.
2. Dr. James Meza currently holds the position of Dean, College of Education and Human Development at the University of New Orleans and Director of the University of New Orleans Center for Accelerated Schools. Dr. Meza has also served as Louisiana State Superintendent of Education, Executive Director of the Louisiana State Board of Elementary and Secondary Education (BESE).

3. Duris Holmes is a partner in the law firm of Deutsch, Kerrigan & Stiles, L.L.P., where he is a member of the Business Department and chairs his firm's Technology Committee. He attended P.A. Capdau Junior High and graduated from Franklin in 1980. Mr. Holmes is the father of a Franklin junior and freshman and currently serves as President of the Franklin Parents Association. He also serves on the Executive Board of Southeast Louisiana Council of the Boy Scouts of America.
4. Carl Indest, President of Franklin Alumni Association, *Ex Officio*.
5. Nancy Pierre is the parent of recent Franklin graduate, Theodore, and current Franklin Freshman, Marcus.

ATTACHMENT 3**3. Provide the anticipated opening date for the charter school (month/year).**

3. The anticipated opening date for Benjamin Franklin High School is January 2006.

Benjamin Franklin High School, from January 2006 until May 2006, will schedule 5 class periods of 90 minutes each for the semester, allowing students to earn 5 credits for the 2005-2006 school year consisting of 2.5 units each nine weeks. This schedule will ensure that students will be able to be promoted to the next grade level or complete the credits necessary to graduate in May of 2006. For the 2006-2007 school year and subsequent years, Benjamin Franklin High School will resume its regular schedule of classes, running from August to May.

ATTACHMENT 4

4. Provide a five-year projection of the number of students to be served in each grade of the school, the number of children expected in each class, and the total number of students.

4. Benjamin Franklin High School will enroll students in grades 9-12 in December, 2005 for the start of school in January, 2006. The 935 students who were enrolled in Benjamin Franklin High School at the start of the 2005-2006 school year will be given the first opportunity to return to Benjamin Franklin. Other students who made the criteria for entrance into Benjamin Franklin for the 2005-2006 school year and who chose to attend other schools that remain closed because of the hurricane disaster will also be allowed to enroll. Students who were enrolled in Benjamin Franklin High School pre-hurricanes 2005 will be allowed to attend the school until graduation regardless of parish of residence because of the hurricane disaster in New Orleans. In addition, for January 2006 to May 2006, any seniors in New Orleans Public Schools who have passed the Graduate Exit Exam will be allowed to attend Franklin in order to complete units and to graduate from their previous schools.

Benjamin Franklin High School will maintain its criteria for entrance for the 2006-2007 school year and will begin the admissions and testing process during January through May, 2006.

The table below shows the number of students projected to enroll in Benjamin Franklin for the post-Katrina 2005-2006 school year and projected student enrollment for the subsequent five years

Grade Level	Jan. – May, 2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
9 th grade	125	250	250	250	250	250
10 th grade	125	230	230	230	230	230
11 th grade	125	210	210	210	210	210
12 th grade	125	200	200	200	200	200
Enrollment & Classes	500	890	890	890	890	890

ATTACHMENT 5

5. Provide the rationale for choosing to serve the grades and number of students in each grade and in the school as a whole.

5. Benjamin Franklin High School is choosing to continue to serve a population of high school students with high academic potential: 99.5% of each graduating class enters college, winning acceptance to the most prestigious universities in the country and collecting significant numbers of merit scholarships. Franklin is one of the few ethnically diverse schools in the area, with a population that includes African American, Asian, Native American, and white students. Benjamin Franklin has remained true to its mission statement in the face of changing demographics and Benjamin Franklin High School will sustain its commitment to the purpose of encouraging students “to reach their maximum potential as scholars and productive, creative citizens of a technology-rich global community” (as described in the school mission statement).

Providing high school students with high academic potential with an academically rich curriculum, intense support services, and a highly motivated peer group allows all students to achieve at high potential. The school, ranked as the number one public high school in the state and one of the most outstanding in the country, will continue to provide the community with a public high school that allows students and parents the opportunity to choose a college-preparatory education second to none in New Orleans and the state, and that is one of the top-ranked schools in the country. In addition to Advanced Placement College Board (AP) driven curriculum, Benjamin Franklin High School will remain committed to educating the whole child, through academics, extra-curricular programs, and athletics.

To be admitted to the school students must achieve the required score on an admissions matrix, based on IOWA testing and grades. The school admits all students who make the criteria and who fulfill the other admission requirements, including proof of residency in Orleans Parish. Students must also maintain an academic average to remain at the school, and this retention average accounts for some difference in the number of students at each grade level. Benjamin Franklin High School will maintain this requirement, admitting students at the 9th, 10th, and 11th grade levels, but not at the 12th grade level for the 2006-2007 school year and beyond. Post-hurricane enrollment in January is anticipated to be 500 students

Originally constructed to house eight hundred students, Benjamin Franklin has exceeded that number to respond to community needs and the number of students achieving the entrance criteria. Benjamin Franklin High School will continue to enroll students following the same guidelines.

Deemed a Blue School of Excellence under the No Child Left Behind Act in 2003, Benjamin Franklin High School remains committed to serving the New Orleans community, its children, and its future.

Pre-Katrina Benjamin Franklin High School did not apply to be a charter school. Post-Katrina, this application provides for the opening of this vital and successful school in order for it to remain a viable public school for the children of New Orleans.

ATTACHMENT 6 A, B, C

6. (a) This Request should only be completed by applicants for Type 2 charters. Provide a copy of the letter from the local school board indicating denial of your application. If the local school board approved your application with conditions unacceptable to you, you must provide a detailed statement explaining why the conditions placed on the proposal by the local school board are not acceptable to you and in what way those conditions would impede your operation of the charter school you proposed through a charter with the local school board.

6. (b) This Request should only be completed by applicants for Type 2 charters seeking to convert and operate a preexisting public school. Please provide the documentation that the necessary approvals for the conversion of a preexisting public school have been obtained.

6. (c) This Request should only be completed by applicants for Type 4 charters seeking to convert and operate a preexisting public school. Please provide documentation that the necessary approvals for the conversion of a preexisting public school have been obtained.

6. This response is not applicable to Benjamin Franklin High School since this is not a Type 2 or a Type 4 application.

ATTACHMENT 7

7. If your non-profit corporation is filing the application in conjunction with a college, university, or educational institution, you must provide the information below for each such entity. Also, if you are filing this application in conjunction with a for-profit entity or a not-for profit management company, you must provide the information below for each such entity. If you are not filing in conjunction with any entity, please so indicate in your responses to Requests Nos. 7 and 8 and proceed to Request No. 9.

- The name of the partner organization;**
- A letter of intent or commitment from a bona fide representative of the partner organization indicating that the organization is undertaking the partnership and the terms and extent of the undertaking;**
- The name of a contact person for the partner organization; and**
- The address, phone number, facsimile number, and e-mail of such contact person for the partner organization; and a description of the nature and purpose of the school's partnership with the organization.**

7. Benjamin Franklin High School is filing this application in conjunction with the University of New Orleans. A letter of intent from Dr. Tim Ryan, Chancellor of the University of New Orleans, is provided as part of the response to number 7.

ATTACHMENT 8 A, B, C

8. (a) If the charter school would be managed by a for-profit management company or a non-profit management company, then you must provide the name of such entity and specify the extent of the entity's participation in the management and operation of the school. As part of such discussion, please include the following:

- **A list of all terms, indicating at a minimum, the fees to be paid by the proposed school to the management company, the length of the proposed contract, the terms for the contract's renewal and all provisions for termination; and**
- **Copies of the last two contracts that the management company has executed with operating charter schools (in Louisiana or other states).**

8. (b) Please explain how and why the for-profit entity or non-profit management company was selected.

8. (c) If Requests Nos. 8(a) and 8(b) are applicable to your application and then provide all of the following information. If not applicable, please so note and proceed to Request No. 9.

- **Evidence that the partnering corporate entity is authorized to do business in the state of Louisiana;**
- **The number of schools the entity presently manages (if any) and the location of those schools;**
- **The length of time the entity has been in business;**
- **The most recent annual report of the entity; and**
- **A copy of summary reports of student achievement results in schools managed by the entity.**

8. This response is not applicable to Benjamin Franklin High School because the school will not be managed by a for-profit management company or a non-profit management company.

ATTACHMENT 9

9. Develop and attach the mission statement for the proposed charter school. Describe how the mission provides a clearly articulated vision for a public school that would promote student achievement.

9. Our mission statement: Benjamin Franklin High School gives young people of high intellectual promise an opportunity to reach their maximum potential as scholars and productive, creative citizens of a technology-rich global community. We emphasize problem solving, exploration, abstract reasoning and other creative activities through an enriched program of advanced work in required courses and electives. Excellence has been and will continue to be the daily expectation of our administrators, teachers, students, and parents.

Our beliefs:

- That although extracurricular activities are important, instructional time needs to be given the highest priority.
- That all students need to become lifelong learners and that, for most Franklin graduates, the logical step in that process is to attend a university.
- That being given the opportunity to excel promotes the likelihood of future success.
- That our students need to be given the opportunities to learn through cooperation as well as competition.
- That diversity is a value to be affirmed and sought after.
- That a sound education includes education in the arts, the sciences, the humanities, and that to be happy and healthy adults our students need to be physically and emotionally fit.
- That our students need to develop a sense of community and social responsibility and that good citizenship requires an awareness of the rights and needs of others.
- That our students need to be technologically proficient and skilled at writing and communication.

ATTACHMENT 10

10. Provide an "Executive Summary" for the proposed charter school; this summary must include the following elements:

- **A detailed explanation of why you are seeking to open a public charter school, including why the charter school is necessary at this time and in the proposed area of location;**
- **An explanation, supported by concrete examples, of what the proposed school would do more effectively than the schools that are now serving the target population and how the school would be able to accomplish its goals;**
- **A brief description of the proposed school's education program and philosophy; and a description of how that program would implement one or more of the following purposes:**
- **Improve student learning and achievement and, in general, the public school system;**
- **Increase learning opportunities and access to quality education for all students, including, in particular, expanded learning opportunities for children "at-risk" of academic failure;**
- **Encourage use of different and innovative teaching methods;**
- **Create professional opportunities for teachers, school administrators, and other personnel;**
- **Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; and**
- **Institute a change from rule-based to performance-based accountability systems for meeting measurable student achievement results.**

10. Benjamin Franklin High School, located on the University of New Orleans campus in New Orleans, Louisiana, has been named the top public high school in the State of Louisiana since the implementation of the accountability system in the state. Franklin serves a population of students of high academic potential; 99.5% of each graduating class enters college, winning acceptance to the most prestigious universities in the country and collecting significant numbers of merit scholarships. As the City of New Orleans rebuilds its community, a school such as Benjamin Franklin High School must be in place to assure the community that an academically successful school remains part of the public school opportunities for their youngsters. An educated community is a strong community, and as we rebuild our city and our public schools, Benjamin Franklin High School, in its commitment to academic excellence for its students, will be a strong partner in the rebuilding and in the growth of the city. A strong public school, available to the children of New Orleans, is vital. In the midst of many trials that have inflicted the New Orleans Public Schools, Benjamin Franklin High School has maintained its excellence and surpassed its goals. Benjamin Franklin High School will do the same as it targets students of high academic potential, ethnically diverse, and community minded.

The school was founded in 1957, its stated mission to promote excellence among New Orleans high school students, and, in the face of changing demographics and occasional controversy, it has sustained its commitment to that purpose, encouraging students "to reach their maximum potential as scholars and productive, creative citizens of a technology-rich global community" (as described in the School Mission Statement).

Compared to high schools across the nation, Franklin produces an outstanding number of National Merit Semi-Finalists (an average of 23 each year for the past six academic years) and National Achievement Semi-Finalists (an average of 11 each year for the past six years). In any given year, between 18 and 23% of Franklin graduates are honored with one or both of these designations; last year, Franklin produced the second largest number of National Achievement Finalists in the nation. Franklin ACT scores hover around a composite average of 27, compared to a state composite of 19.6 and a national

composite of 21. SAT scores on the verbal half of the test range from 623 to 641, compared to 559-562 at the state level and 505 nationally. SAT scores on the mathematics half of the test range from 618 to 631, compared to 550-558 in Louisiana and 508-511 on a national level. Franklin students take the PSAT test in October of their freshman, sophomore and junior years; the improvement in scores as students advance through the Ben Franklin academic program exceeds national rates. For the past six years, 100% of Franklin students have passed the Graduate Exit Exam in Language Arts Math, Writing, Science and Social Studies. On the Iowa Test of Educational Development, a norm-referenced statewide test, the school composite has been at the 94th percentile.

Franklin aims to educate the whole child. Among its most innovative programs is the Teaching and Leadership Academy, which provides students with opportunities to intern at area schools and interact with professional community educators as well as to explore service learning options at locations throughout the community. The school has many and varied extra-curricular programs, and Franklin students routinely receive recognition at state and local contests in all disciplines, including JETS, Tri-Hi-Y, Speech Club, Mu Alpha Theta, and science fair competitions, as well as at regional and state literary rallies. Franklin writers and artists publish their work in regional publications (*Southern Voices*, *The Louisiana State Poetry Journal*, etc.) as well as the school's own *Riverbend Review*, which regularly wins silver or gold medals in national competitions; student musicians collect "Superior" ratings at LMEA, and drama students stage high-quality spring musicals and fall dramatic plays.

Despite its emphasis on rigorous AP-driven academic curricula, the achievements of Franklin students are not limited to the classroom. For example, the school has fielded state championship athletic teams (girls' volleyball and girls' soccer), and the school was a contender for an award to be given to the most athletic school in the state; moreover, Franklin athletes maintain high academic averages while excelling on the field (for example, a 3.5 team GPA for the members of the volleyball team and a 3.7 team GPA for members of the soccer team).

The core of Benjamin Franklin High School's mission statement is that students must be taught to be productive, creative citizens of a community, with a sense of social responsibility. We take that mission statement seriously and work diligently to be part of working teams for school improvement across the district to increase student achievement and to develop student character. Benjamin Franklin High School has been an active contributing member of New Orleans Public Schools.

Our principal has worked with other school administrators to assess school needs and to problem-solve about concerns that impact student learning. She willingly shared with other schools our strategies for addressing student achievement, our curriculum, and lesson plans, and has encouraged "cross-pollination" among teachers in various disciplines in other schools. To facilitate this sharing, our principal made our school building readily accessible for professional development activities across the school district. In fact, Franklin had become known as the "community school."

Our teachers have participated in and provided professional development for district teachers. They shared curriculum guides and lesson plans, serve on textbook committees, work on state committees, volunteer on homework hotlines, lead service clubs at school, and, in sum, instilled in their students by example a concern and commitment to being part of a community of learners.

Our school social worker works in an integrated way with school social workers across the district and shares and learns from them about how to eliminate the barriers that prevent students from achieving to their highest potential. In addition, the social worker and a teacher coordinate service learning projects and work to integrate service learning into the curriculum.

One example of our commitment to helping other schools is our Teaching and Leadership Academy. In this academy, students participate in service learning projects with partner elementary and middle schools. Student interns work in classrooms, teaching, tutoring, and mentoring students. Over the last several years these students have positively impacted student learning in over six elementary and middle schools through service learning projects such as reading circles, teaching debate, preparing students for the state LEAP test, working with Deaf Olympics, and tutoring students in math and reading in after-school programs. Funded by a recent grant, a mobile technology lab gives student interns the capability of providing technology access to the students they mentor. The ultimate goal of this Academy is to “grow our own” teachers for our public schools and to build in the students who participate a commitment to education within the New Orleans community.

We believe that sharing successes also involves feeling pain when others fail. To that end, we do not approach schools as prophets, but rather as fellow learners in the path to appropriate and challenging schooling for all children. This idea is not merely a posture we adopt; we believe and we try to live in such a way that all of us do better when we do it together.

Benjamin Franklin High School has a strong, supportive, and enthusiastic Parent Organization that has worked tirelessly to provide the school and its students many supportive materials and activities to strengthen the school’s success. Volunteer hours, too numerous to count, undergird almost all operations at Franklin, from admissions to athletics. The close working relationship between the administration and the Parents’ Association, open communication among students, parents, administration, and faculty: all of these important aspects serve to strengthen the school’s ability to support the achievement of all students, regardless of socio-economic status, learning needs, or emotional needs.

The Parent Association Board has helped to engineer the Charter application to ensure that Franklin will be there for all students in New Orleans, working tirelessly to involve all parents and students in the on-going process. The Alumni Association is involved in finding funding and grants to support the school’s efforts.

This attitude, the strong academic success of the school, the overwhelming support of an active, vocal, and energetic Parent Association, a strong and involved Alumni Association, and an enthusiastic student body ensure the success of Benjamin Franklin High School as a charter school for years to come.

ATTACHMENT 11(A)

11. (a) Provide a copy of the proposed school's calendar in the first year of its operation. The calendar must indicate the number of days of instruction that the school will offer.

11. (a) The following is the proposed calendar for Benjamin Franklin High School's first year of operation. There will be 88 instructional days during this first year of operation.

Calendar for January, 2006 – May, 2006

First Day for Teachers – January 11
First Day of School for students – January 17
Mardi Gras Holiday – February 27 – March 1
Spring Break – April 13 - 17
Last Day for Students – May 26
Last Day for Teachers – May 31

NOTE: Key staff members will need to be employed beginning in November, 2005 in order to prepare for the re-opening of the school in January.

2006-2007 School Calendar**Regular School Year Calendar**

First Day for Teachers – August 10
First Day of School – August 17
Labor Day – September 4
Thanksgiving Break – November 20 - 24
Winter Break – December 25 – January 5
Martin Luther King Day – January 15
Mardi Gras – February 19 - 21
Spring Break – April 5, 6, 9
Last Day for Students – May 23
Last Day for Teachers – May 25

ATTACHMENT 11(B)

11. (b) Provide the minimum number of hours/minutes per week the school will devote to core academic subjects in each grade, i.e. language arts, mathematics, science, social studies, foreign language, physical education; the length of the school day (including the approximate start and dismissal times of the school day); and a sample schedule.

11. (b) Benjamin Franklin High School will adhere to Louisiana's minimum requirements for instructional time allotments for all grades and all subjects.

Minutes per week January - May 2006				
Academic Discipline	9th grade	10th grade	11th grade	12th grade
English	450	450	450	450
Mathematics	450	450	450	450
Social Studies	450	450	450	450
Science	450	450	450	450
Foreign Language	450	450	450	450
Total minutes per week	2250	2250	2250	2250

Minutes per week 2006-2007 School Year				
Academic Discipline	9th grade	10th grade	11th grade	12th grade
English	260	260	260	260
Mathematics	260	260	260	260
Social Studies	260	260	260	260
Science	260	260	260	260
Foreign Language	260	260	260	260
Electives	520	520	520	520
Total minutes per week	1820	1820	1820	1820

Sample Bell Schedule - January - May 2006	
7:50 – 7:55	Homeroom
7:55 – 7:57	passing
7:57 – 9:27	Period 1
9:27 – 9:29	passing
9:29 – 10:59	Period 2
10:59 – 11:01	passing
11:01 - 12:31	Period 3
12:31 - 1:01	Lunch
1:01 – 1:03	passing
1:03 - 2:33	Period 4
2:33 – 2:35	passing
2:35 - 4:05	Period 5

Sample Bell Schedule - 2006-2007 School Year	
52 minute periods - 7 periods per day	
8:20 - 8:30	Homeroom
8:30 - 8:33	passing
8:33 - 9:25	Period 1
9:25 - 9:28	passing
9:28 - 10:20	Period 2
10:20 - 10:23	passing
10:23 - 11:15	Period 3
11:15 - 11:18	passing
11:18 - 12:10	Period 4
12:10 - 12:15	Announcements
12:15 - 12:45	Lunch
12:45 - 12:48	passing
12:48 - 1:40	Period 5
1:40 - 1:43	passing
1:43 - 2:35	Period 6
2:35 - 2:38	passing
2:38 - 3:30	Period 7

This allows for 364 minutes of instructional time per day.

There are 177 instructional days in the school calendar, giving a total of 64428 minutes of instructional time. This is 708 minutes more than the 63,720 minutes required by the state (Bulletin 741). These minutes will be “banked” to provide time for professional development on early dismissal days.

ATTACHMENT 12

12. Provide a description of the student achievement goals for the proposed school's educational program.

Applicants must provide a description of the educational program's student achievement goals. A description of those goals for your educational program can take any number of forms, including but not limited to the following examples:

- the education program will allow students to meet Louisiana's established performance goals
- students will make yearly progress toward mastering the curriculum
- the education program will position students to outperform their counterparts in equivalent school district public schools in key measures
- the education program will require students to read and write proficiently
-

12. In 2006-2007 Benjamin Franklin High School will meet the following student achievement goals:

- 100% of the students in 10th grade will achieve at Basic or above on the state achievement tests;
- 100% of the students in the 9th grade will achieve at or above the 65% on iLEAP;
- All students will receive the Carnegie units and instruction to move up to the next grade level;
- All students will be given the opportunity to enroll in honors, gifted (if qualified) and AP classes.
- The education program will require all students to read and write proficiently.

In 2007-2011 Benjamin Franklin High School will meet the following student achievement goals:

- 100% of the students in 10th and 12th grades will achieve at Basic or above on the state achievement tests;
- 100% of the students in the 9th grade will achieve at or above the 65% on iLEAP.
- Benjamin Franklin High School will increase the number of students at the Proficient level by five percent;
- Benjamin Franklin High School will increase the number of students at the Advanced level by five percent;
- 99% of graduating seniors will enter college or post-graduation programs;
- All students will be given the opportunity to enroll in honors, gifted (if qualified) and AP classes.

The following tables graph the achievement levels at the school and underscore the educational success of the students at the school. Benjamin Franklin High School will maintain the programs, staff, and support services to achieve and to surpass these levels as expressed above.

Table 1

CRITERION-REFERENCED TESTS
Sub-Group Scores for English Language Test Section
of GEE-21 (1998/99-2001/02)
Benjamin Franklin High School
New Orleans, Louisiana
10th Graders

Edition/publication year: **2001, 2002** Publisher: **Louisiana Dept of Education**

What groups were excluded from testing? **None**

Number excluded **0**

Percent excluded **0%**

	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April
SCHOOL SCORES				
TOTAL				
At or Above Basic	100%	100%	100%	100%
At or Above Proficient	69%	81%	NA	NA
At Advanced	30%	36%	NA	NA
Number of students tested	221	251	226	213
Percent of total students tested	100%	100%	100%	100%
Number of students excluded	0	0	0	0
Percent of students excluded	0%	0%	0%	0%
SUBGROUP SCORES				
1. White				
At or Above Basic	100%	99%	100%	100%
At or Above Proficient	92%	84%	NA	NA
At Advanced	31%	16%	NA	NA
2. Black				
At or Above Basic	100%	100%	100%	100%
At or Above Proficient	87%	68%	NA	NA
At Advanced	29%	11%	NA	NA
3. Asian				
At or Above Basic	100%	100%	100%	100%
At or Above Proficient	72%	88%	NA	NA
At Advanced	20%	18%	NA	NA
STATE SCORES				
TOTAL				
At or Above Basic	52%	56%	81%	85/93 %
State Mean Score	NA	NA	NA	(Lang/Comp)
At or Above Proficient	14%	13%	NA	NA
State Mean Score	NA	NA	NA	NA
At Advanced	1%	1%	NA	NA
State Mean Score	NA	NA	NA	NA

Table 2
CRITERION-REFERENCED TESTS
Sub-group Scores for Mathematics Test Section
of GEE-21 (1999/99-2001/02)
Benjamin Franklin High School
New Orleans, Louisiana
10th Graders

Edition/publication year: **2001, 2002** Publisher: **Louisiana Dept of Education**
 What groups were excluded from testing? **None**

Number excluded **0**

Percent excluded **0%**

	2001- 2002	2000- 2001	1999- 2000	1998- 1999
Testing month	April	April	April	April
SCHOOL SCORES				
TOTAL				
At or Above Basic	100%	100%	100%	100%
At or Above Proficient	92%	91%	NA	NA
At Advanced	56%	49%	NA	NA
Number of students tested	221	251	226	213
Percent of total students tested	100%	100%	100%	100%
Number of students excluded	0	0	0	0
Percent of students excluded	0%	0%	0%	0%
SUBGROUP SCORES				
1. White				
At or Above Basic	100%	100%	100%	100%
At or Above Proficient	94%	95%	NA	NA
At Advanced	64%	58%	NA	NA
2. Black				
At or Above Basic	100%	100%	100%	100%
At or Above Proficient	85%	79%	NA	NA
At Advanced	38%	27%	NA	NA
3. Asian				
At or Above Basic	100%	100%	100%	100%
At or Above Proficient	96%	100%	NA	NA
At Advanced	64%	61%	NA	NA
STATE SCORES				
TOTAL				
At or Above Basic	47%	51%	74%	74%
State Mean Score				
At or Above Proficient	17%	18%	NA	NA
State Mean Score	NA	NA	NA	NA
At Advanced	6%	5%	NA	NA
State Mean Score	NA	NA	NA	NA

Table 3
ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Iowa Test of Educational Development
Reading/Language Section
9th Graders

Edition/publication year: **1999, 2000, 2001 Form M** Publisher: **Riverside Press**

What groups were excluded from testing? **None**

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles **X**

	2001-2002	2000-2001	1999-2000
Testing month	April	March	April
SCHOOL SCORES			
Total Score	94/93%	94/93%	91/90%
Number of students tested	210	211	259
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
SUBGROUP SCORES			
1. White	94/91%	95/93%	91/90%
2. Black	88/89%	93/91%	84/84%
3. Asian	94/94%	89/93%	87/85%

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000
NATIONAL SCORES			
Total Score	NA	NA	NA
STANDARD DEVIATIONS			
Total Standard Deviation	NA	NA	NA

Table 4
ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Iowa Test of Educational Development
Mathematics Section
9th Graders

Edition/publication year: **1999, 2000, 2001 Form M** Publisher: **Riverside Press**

What groups were excluded from testing? **None**

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles **X**

	2001- 2002	2000- 2001	1999- 2000
Testing month	April	March	April
SCHOOL SCORES			
Total Score	93%	93%	90%
Number of students tested	210	211	259
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
SUBGROUP SCORES			
1. White	92%	95%	90%
2. Black	86%	88%	83%
3. Asian	93%	96%	87%

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001- 2002	2000- 2001	1999- 2000
NATIONAL SCORES			
Total Score	NA	NA	NA
STANDARD DEVIATIONS			
Total Standard Deviation	NA	NA	NA

13. Provide the proposed school's learning standards and curriculum, including a description of the skills and knowledge each student will be expected to attain by the end of each grade (or course) in each year of the charter. In addition, specifically describe how the education program you have described incorporates Louisiana Content Standards and Grade-Level Expectations and meets or exceeds the student performance standards established by BESE.

13. Because of its prescribed mission, Franklin's curriculum is entirely college preparatory, with four- year programs in math, science, social studies, and English, three-year programs in foreign language (offering courses in Spanish, French, Latin and German), and two years in health/physical education. Courses are offered only at the honors, gifted, and Advanced Placement levels. Additionally, there are numerous electives offered, including Art, Music, Black Studies, Choir, Journalism I and II (both Newspaper and Yearbook), PE III & IV, Psychology/Sociology, Creative Writing, Southern Literature, European History, Twentieth-Century History, Greek/Roman History, Russian History, Astronomy, Statistics, Computer Science, TV I and II, and Stagecraft. Students designated as Talented have the opportunity to take classes in TAV, TAT, and TAM. Franklin also has a four-year model-career option program, the Teaching and Leadership Academy, which offers students an opportunity to intern at area schools and to earn college credit during their senior year. Through VTIE a program in television communication is offered. All students must complete a minimum of twenty-three Carnegie units. (See Exhibit C)

ATTACHMENT 14(A)

14. (a) Attach a schedule of the state assessments that the charter school will administer.

Grade:	9	10	11
Assessment:	iLEAP	GEE21	GEE21

Benjamin Franklin High School will follow the state's calendar for administration of all Louisiana Educational Assessment Program testing. As part of the admissions requirement, all students will have ITBS scores from the previous school year. Those scores, compared with the scores that the student receives after attending the charter school will indicate how the school is progressing toward meeting the school's student achievement goals. In addition to the present state-mandated tests, Benjamin Franklin will also administer all future tests demanded by the state.

Because all students at Benjamin Franklin High School take PSAT every year, those scores should also be part of the Accountability Plan to help measure a student's achievement growth from year to year.

ATTACHMENT 14(B)

14. (b) List which, if any, standardized test(s) would be used by the charter school in addition to the required Louisiana assessments and explain why such standardized test(s) were selected.

14. (b) One of Franklin's long-term improvement objectives is focused on addressing the needs of under-achieving students. Standardized testing is of course the most important tool in identifying this body of students. Applications for admission to the many Advanced Placement courses offered at Franklin require examination of standardized test scores, and all students are expected to monitor their performance on these tests, engage in meta-cognitive self-assessment and develop an awareness of their strengths and weaknesses as learners. Test results and anecdotal reports of achievement are routinely incorporated into IEP conferences for Franklin's large population of Gifted and Talented students and into placement decisions for course options.

In addition to the GEE21 and iLEAP, Franklin students take the PSAT every year, giving counselors and teachers immediate access to longitudinal developmental information. Teachers have access to all student test scores and are given diagnostic guidance in interpreting those scores. Once skills problems have been identified, they are addressed directly and aggressively; teachers arrive early in the morning, stay late in the afternoon or tutor at lunch, and students in need of time-intensive skills training are encouraged to attend Franklin's extensive Saturday Tutoring program, regularly staffed by faculty members.

In order to ensure that standardized test results accurately reflect student skills, opportunities to develop standardized test-taking skills are routinely embedded into course curricula (for example, practice in vocabulary development and training in inferential reading, the systematic development of critical thinking skills, and extensive practice in problem-solving and communication methods).

ATTACHMENT 15

15. Provide the other methods of assessment (beside those indicated in response to Requests Nos. 14(a) & (b)) that would be used by the charter school. As part of your response, please indicate how these assessments would reliably and verifiably measure student performance and achievement goals. For each such assessment method, please indicate if the data obtained will be used to support the school's application for charter renewal.

15. Benjamin Franklin High School will administer a variety of other assessments primarily geared to assess student learning through the progress of a course, to shape teaching and planning for individual student needs and to report to parents on student progress at crucial points, such as mid-way through each nine weeks period.

Teacher-made Assessments

Teachers will make assessments that are aligned to the grade level equivalents, standards, and benchmarks, to prescribed AP curricular models, and to course content. These assessments will take the form of quizzes, tests, quarterly and semester exams, projects, and performance tasks. In science, of course, lab assessments will be an integral part of the curriculum. Assessments and lesson plans will be reviewed by department chairs and by the administration.

Textbook Assessments

Teachers will give a variety of assessments from textbooks, including inventory texts, section quizzes, chapter tests, and cumulative texts. These assessments will be used to determine student understanding of textual material and are based on extensive research by testing companies. Supplemental materials, provided in all textbook contracts, are valuable tools both for measuring student learning and for assessing text quality and clarity.

National Tests

Students will be given the opportunity to take National Council of Teachers of English Exam, the National High School Mathematics Exam, National German Exam, National Latin Exam and other such national exams that provide opportunity for them to demonstrate their excellence. As a college preparatory school, Benjamin Franklin High School will administer PSAT at every grade level and will incorporate test taking skills into every aspect of the curriculum.

ATTACHMENT 16

16. If the charter school would serve the 12th grade within the requested term of the charter, attach a description of the requirements for a student to be awarded a diploma.

16. Although some adjustments will have to be made for returning students who may not have the opportunity to earn all the credits required for a Franklin diploma, as policy, Benjamin Franklin High School meets and exceeds the requirements of the state for a high school diploma.

Franklin Graduation Requirements

English I-IV	Students must earn four units of English during grades 9-12
Social Studies	Civics (0.5) and World Geography, World History, and U.S. History. Students must earn three and one-half units of social studies during grades 9-12.
Free Enterprise	0.5
Mathematics	Algebra I, Geometry, Algebra II, Pre-Calculus, Calculus. Students must earn four units of mathematics during grades 9-12.

Note: Any student who enters Franklin taking Geometry in the freshman year must take Calculus as a senior.

Science	Biology I, Chemistry I, Environmental Science, Physics. Students must earn four units of science including Biology I and Chemistry I during grades 9-12.
Computer Science	Elective beginning with the class of '01
Foreign Language	Students must earn three units, with a minimum of two Units in the same language during grades 9-12. We Strongly recommend that all three units be in the same Language.
Physical Education	I and II
Health	0.5
Electives	Two

Total units required: 23

All students must attempt at least twenty-four units in four years (six units per year) and may attempt twenty-eight (seven units per year.)

See Appendix 1 for Course Description Booklet

ATTACHMENT 17

17. Pursuant to LA-R.S. 17:3995(B), a Type 3 charter school is considered the local education agency (LEA) for the purposes of any special education funding or statutory definitions. (See also 34 CFR 300.12) LA-R.S. 17:3991(B)(7) requires that an applicant for a charter school demonstrate how its education program will meet the needs of the at-risk pupils to be served, which include students identified as “exceptional” pursuant to LA-R.S. 17:1943. The responsibilities of an LEA for the purposes of special education are set forth in LA-R.S. 17:1947.

Please provide the following assurances regarding the provision of special education and other services to children enrolled in the proposed charter school. When addressing each assurance please describe the policies, procedures and programs that will be used to meet the needs of special education students in accordance with federal and state law and regulations.

17. The Board of Directors of Benjamin Franklin High School gives the following assurances regarding the provision of special education and 504 services to students enrolled in Benjamin Franklin High School:

A. The school will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990, that are applicable to LEAs. In addition, the school will adhere to all provisions of state law relating to students with disabilities, including Bulletin 1706.

Benjamin Franklin High School will work with the Orleans Parish School Board (OPSB) to provide school and student support services for students who qualify for special education services as for other Orleans Parish students.

B. The school will, consistent with applicable law, ensure that all students with disabilities that qualify under the IDEA:

- * have available a free appropriate public education (FAPE) as defined in LA-R.S. 17:1943, and 34 CFR § 300.13 and § 300.300;**
- * are appropriately evaluated in accordance with LA-R.S. 17:1945 and 34 CFR § 300.320, § 300.321, and § 300.530 through 543;**
- * are provided with individualized education programs (IEPs) that meet the requirements of LA-R.S. 17:1945(C)(2), are developed, reviewed, and revised for each child with an exceptionality in accordance with LA-R.S. 17:1945(C)(4) and 34 CFR § 300.340 through § 300.350;**

- * receive an appropriate education in the least restrictive environment as defined in LA-R.S. 17:1946 and 34 CFR § 300.550 through § 300.556;
- * are involved in the development of and decisions regarding the IEP, along with their parents;
- * are afforded, along with their parents, the procedural safeguards required by LA-R.S. 17:1945(C)(3), LA-R.S. 17: 1952, 34 CFR § 300.500 through §300.514; and 34 CFR § 300.660 through § 300.62;
- * are included in general state and district-wide assessment programs with appropriate accommodations, where necessary.

N/A

C. The school will employ, at a minimum, a properly certified individual as the school's special education coordinator, whose responsibilities will include assisting in the retention of qualified and/or licensed personnel to compose the school's multidisciplinary team to conduct special education assessments; participating on each IEP team; determining if entering students have IEPs; ensuring that any required reevaluations are performed; and ensuring that all required special education and related services are being provided and that all IEPs are appropriate in the context of the charter school setting. The school may permit the special education coordinator to take on additional administrative duties to the extent that they do not interfere with the coordinator's responsibilities to ensure the school's compliance with the IDEA, section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with disabilities Act of 1990.

Benjamin Franklin High School will hire a special education services coordinator who will be responsible for the delivery of services (as described above) to students and who will serve as the liaison between the school and the OPSB's Exceptional Children's Services Department.

D. The school will ensure that parents of children with special needs are informed of how their children are progressing on annual IEP goals and in the general curriculum at least as frequently as parents of regular education children.

Benjamin Franklin High School and other appropriate personnel will convene annual IEP meeting with parents to discuss student progress in meeting student learning goals and objectives. Progress reports will also be issued to parents every nine weeks. Interim progress reports will be issued as needed.

E. The school will abide by the applicable provisions of the IDEA, the Family Educational rights Privacy Act of 1974 and LA-R.S. 17:1947(A)(7) in order to ensure that data regarding students with disabilities is retained and kept confidential, including having procedures for maintaining files in a secure and locked location with limited access.

Benjamin Franklin High School will adhere to all FERPA guidelines regarding student information. Students' records will be kept in a locked file in a secure location with limited access. Parents of students with disabilities will be provided the opportunity to inspect and review their child's education records upon request.

F. The school's special education coordinator will retain such data and prepare such reports in order to permit the charter school and the Department of Education to comply with federal law and regulations.

This requirement will be a part of Benjamin Franklin High School's special coordinator's job description.

G. The school will comply with its obligations under the Child Find requirements of IDEA (34 CFR § 300.125) and state law (LA-R.S. 17:1947(A)(2), and will provide appropriated notification to parents in connection therewith.

N/A

H. The charter school will retain qualified and/or licensed personnel to conduct special education assessments (including related services) and participate as members of the multidisciplinary assessment team for students who may be defined as "exceptional." When addressing this assurance, please describe how the charter school holder will access qualified and/or licensed individuals to perform evaluation services.

Benjamin Franklin High School will work with Orleans Parish School Board's Department of Exceptional children to provide these services.

I. The charter school will convene an IEP team as required by LA-R.S. 17:1945(C)(3), 34 CFR § 300.340 through §300.350.

Appropriate Benjamin Franklin High School personnel will serve on the IEP team. Benjamin Franklin High School will contract with Orleans Parish School Board's Department of Exceptional Children's Services for additional personnel, if needed, to serve on the IEP team.

J. The charter school will have in effect, consistent with LA-R.S. 17:1953 and 34 CFR § 300.380 through § 300.382, a comprehensive system of personnel development designed to ensure an adequate supply of qualified special education, regular education and related services personnel.

Because Franklin teachers are committed to the belief that all individuals need to become life-long learners, they participate enthusiastically in professional development activities. The staff includes AP readers, professional cadre members, and presenters at state and national conferences. Pursuit of learning experiences among faculty members extends beyond the school year, as teachers work throughout the summer to complete Council of Basic Education grants and/or enroll in NEH course programs throughout the country. The principal is supportive of requests to participate in professional conferences and keeps faculty members apprised of various opportunities via emails, memos, and the Curriculum Council, which meets once a week. As Franklin's principal for 4 ½ years, and as assistant principal for 17 ½ years she understands very well the needs and characteristics of both the faculty and the student population. Department heads assume a leadership role in curriculum planning and information reporting and also model participation in professional activities within the state and district school systems. Members of Franklin's Technology Team offer on-site training opportunities to staff members (including workshops

on designing web pages, trouble-shooting hardware and software, and using digital cameras and multi-media tools); even teachers who in the past have been resistant to the use of technology have shown increasing comfort levels with computer-assisted instruction. Extensive financial support for professional development has been provided by the Parent Association and the Alumni Association. An active special education department disseminates information and provides individualized assistance to teachers working with students with special needs.

A professional development committee coordinates and integrates all professional activities in the school. The committee has developed a long-term strategic growth plan for professional development and its outcomes; this year the committee initiated a successful plan to improve PSAT, SAT and ACT scores across the school. Classroom strategies that have been implemented not only address test-taking skills but also promote curricular integration of critical thinking skills. Recently, the committee has also taken the lead in disseminating information about the process of obtaining National Board Certification, and several teachers have received the certification.

Benjamin Franklin High School will continue to recruit, train, and retain qualified school personnel.

K. The charter school will adopt and maintain standards consistent with any state-approved or state-recognized certifications or licensing requirements to ensure that personnel necessary to carry out state and federal special education requirements are appropriately and adequately prepared and trained.

Benjamin Franklin High School is committed to making sure that personnel hired on staff or through contract services to provide special education services will be appropriately certified/licensed and adequately trained.

L. Appropriate charter school personnel will attend such training and technical assistance seminars regarding the education and servicing of special education students as is required by the State Department of Education.

Benjamin Franklin High School ensures that all school personnel involved in the provision of special education services will participate in local, state, and national training and technical training seminars.

Description of Education Program

The goal for all students receiving special education services will be to provide the appropriate types of assistance so that students can be academically successful within the least restrictive environment. To this end the services described below will be implemented.

Special Education Personnel

- Hire a full time coordinator, certified in special education, to coordinate services for students with disabilities, with 504 accommodations, and/or identified as gifted and/or talented.
- Work with Orleans Parish School Board's Department of Special Education Services for additional personnel to work with school personnel to manage the IEP process and to identify students with special needs.
- Work with Orleans Parish School Board's Department of Exceptional Children's Services to provide services for students who qualify for speech and language services, occupational therapy, physical therapy, and adaptive physical education.
- Manage the 504 Plan services.

Class Size: The pupil/teacher ration will be in accordance with the guidelines as set forth in Bulletin 1706, Part B.

Services: Benjamin Franklin High School and Orleans Parish School Board's personnel will provide the following specific special education services to students with disabilities. The services outlined below are consistent with the services currently provided to students at Benjamin Franklin High School

- Identification of students who may be in need of special education services. All teachers will be trained to identify students who may be experiencing learning difficulties. Grades and assessments will be examined to find students who are not achieving success. Parents will be informed in the SAT determines that further assessments are needed on a more formal basis.
- If, after all the data is examined, the SAT determines that a more formal assessment is needed, Benjamin Franklin High School SAT will make a referral to the Orleans Parish School Board's support and appraisal personnel to perform the initial assessment to determine if a more thorough evaluation is warranted. Parental consent will be obtained before any evaluation is conducted.
- The evaluation process will determine a student's educational needs, based on all of the formal and informal assessment information collected. When evaluation for special education is completed and a student is determined eligible for services, all required personnel and the student's parents will meet to develop the IEP. Meetings will be held annually to review and, if appropriate, to revise the student's IEP.
- Education services specified in each student's IEP. Implementation of services will designed by the special education instructors, Benjamin Franklin High School administrators, and regular education teachers who are responsible for delivering any of the services specified in the IEP.

- Bulletin 741 outlines the required course of studies for all students in Louisiana public schools. Teachers of special education students must follow these requirements in the student's Least Restrictive Environment.
- Staffing of qualified, required personnel will be provided by Benjamin Franklin High School with other necessary and appropriate personnel contracted from OPSB.
- Adequate facilities will be provided by Benjamin Franklin High School to allow pupils with disabilities access to programs and interactions with students who do not have disabilities. The school will comply with the provisions of Section 504 of the Rehabilitation Act of 1973 by ensuring program accessibility through nonstructural changes such as redesign of equipment; procurement of accessible educational technology; utilization of assistive technology; reassignment of classes or services to accessible buildings; and assignment of aides to students.
- Parent involvement and due process regarding parental rights and responsibilities will comply with state and federal laws, rules and regulations.
- Professional development will be provided to assist teachers in meeting the needs of all their students, including those with disabilities and/or who are gifted and/or talented.
- Transportation, if necessary, will be requested from OPSB.
- Instructional resources, specific to the needs of particular students with disabilities and/or who are gifted and/or talented will be provided as necessary.
- Benjamin Franklin High School has no Extended School Year Program.
- Pupil Progression Plan guidelines will be adopted from the OPSB annual Pupil Progression Plan for promotion of students with disabilities and are consistent with the requirements of Bulletin 1706.

ATTACHMENT 18

18. Attach a description of the program design, methods and strategies for serving Limited English Proficiency (LEP) students in accordance with federal law, including Title VI of the Civil rights Act of 19 64 and the Equal Educational Opportunities Act of 1974. Such description must include the following elements:

- a. The process for the identification and placement of students whose first language is not English and the methods for determining the kinds of assistance that these students may need;**
- b. The manner in which the applicant will ensure that LEP students are not misplaced or tracked inappropriately in other classes (including those programs or classes designed to serve students with disabilities);**
- c. The description of exit criteria and related objective assessment instruments and subjective methods that will ensure the appropriate student placement and monitoring of a student's progress over time;**
- d. A description of the educational soundness of the program model pursuant to which LEP students will be provided services, including the authorities upon which the applicant relies to demonstrate that the program is likely to meet the educational needs of all LEP students;**
- e. A statement that affirms that all students, regardless of language proficiency, will be provide the necessary curriculum and instruction to allow them to achieve to the high standards set for all students in the school;**
- f. A description of the planned implementation of the program model, including information regarding the allocation of resources to the service of all LEP students including;**
- g. A description of how staff, curricular materials, and facilities will be used;**
- h. A statement that affirms that LEP students will not be excluded categorically from curricular and extra-curricular activities because of an inability to speak and understand English;**
- i. A description of the planned evaluation of the program model over time, including the identification of benchmarks of success (and the corresponding bases for their establishment);**
- j. The uses of standardized and other assessments; and the related disaggregation of data that will facilitate a program review and the measurement of progress of LEP students over time;**
- k. A description of the planned outreach to parents in the community, including strategies for communicating with parents who are not proficient in English;**

18. Benjamin Franklin High School has not had the need for an ESL Program in the past. If a student requests an evaluation for ESL before taking the entrance test, Benjamin Franklin High School will request one from the New Orleans Public School District. If ESL services are required by a student who makes the entrance requirements, Benjamin Franklin High School will seek assistance of the ESL supervisor from the school district to design an appropriate ESL program.

ATTACHMENT 19

19. If the proposed charter school includes particular methods, strategies or programs for meeting the needs of students at-risk of academic failure, attach a description of the challenges faced in educating the targeted population and describe such methods, strategies and/or programs. Please include in the description any diagnostic methods or instruments that will be used to identify and assess those students who are performing below grade-level as well as the processes/programs/tools to be used in providing them with remedial instruction.

19. Benjamin Franklin High School's at-risk students span a variety of areas: academic, emotional and behavioral. Actually, exceptionally bright students join other adolescents at being at-risk for behaviors associated with drugs and alcohol, and their sexual maturity is often exacerbated their intelligence which they assume is maturing. Some students at Benjamin Franklin High School have emotional and social problems that merit the intervention of a social worker and serious counseling, either within or without the school. Additionally the list of at-risk students often changes as circumstances change. Because of the retention average (2.0), some students are at-risk of not returning to the school. Although the student who is below this retention average does fail for the year, a failure at a student's school-of-choice cannot be taken lightly. Our students are monitored very carefully for grades: counselors produce a list of academic at-risk students each progress report period, and immediate steps are taken to find the students help. Because of this proactive approach, the number of students not making retention at Benjamin Franklin, has been reduced dramatically. It is imperative, therefore, that a solid process be in place to identify and to treat concerns in each of these areas. The protocol followed at Benjamin Franklin High School is outlined below.

- Teacher/counselor/social worker/parent identify the concern.
- The counselor or social worker calls a meeting of all of the student's teachers, parents, student, and concerned personnel.
- Suggestions are made to help the student succeed. The counselor or social worker sends to all teachers and to the parents a compilation of the suggestions made.
- Teachers carry out suggestions from the meeting. Parents carry out suggestions made for home.
- If the problems continue, the student is referred to a more formal process. There are two groups that meet regularly to explore avenues of assistance for students. The first is the Franklin Support Staff (FSS) that meets weekly to discuss a great many issues. When the FSS feels it necessary, they refer individual students to the second group, the Student Assistance Team (SAT). Whenever this group meets about a specific student, we invite the parents, the students, and the teachers to discuss formally what might be the best options to get help for the student.
- There are three other specific avenues where at-risk students should feel free to seek assistance. (1) Classroom teachers: teachers come before school or stay after school to offer assistance. (2) Counselors: 2 academic counselors and 1 college counselor. (3) Social worker: Discussions remain confidential.

- Benjamin Franklin's social worker is a licensed mental health professional who can discuss medical, psychological or other serious problems with students and parents on a confidential basis with assurance that nothing about the discussion becomes part of the student's educational records. The social worker can provide names of counseling professionals who have helped Franklin students and provide families with information about free or low-cost medical services, screening for substances, and psychological assessment available in the New Orleans area.
- The social worker also oversees the Peer Assistance Program, a student-led series of weekly group meetings that help students who want assistance.
- Teachers use phone calls to inform parents to discuss a specific problem (or to pass on praise).
- Parents get in touch with teachers, counselors, or social worker as soon as they detect any problems. Since progress reports are sent mid-nine weeks, parents should be aware of any academic difficulties. Teachers are required to call parents for grades below a "C."
- Additional academic assistance is provided through a Saturday morning academic tutoring
- Interventions for students having difficulties also include 504 accommodations, IEP requirements, special learning activities, monitored assignments, and teacher-designed intervention strategies. Behavioral problems are addressed by counseling, behavior plans, and the guidelines from OPSB.

ATTACHMENT 20

20. If the proposed charter school plans to implement any methods and strategies for dealing with other targeted student populations, attach a description of the targeted student population(s), how they would be identified (academic or other criteria), and describe such methods and strategies.

20. Because Franklin's student body is comprised of high academic potential students and because Franklin's curriculum is comprised of honors, gifted, and AP courses, Franklin must have in place services to address the needs of this type of population, including gifted and/or talented students.

Franklin has two professional academic counselors well trained in communicating the importance of standardized test results, and students and parents are provided with yearly workshops on interpreting standardized test scores. Parents receive first and third quarter mid-term progress reports in addition to semester report cards. Additional progress reports are issued to students who are earning grades lower than Cs in the middle of each quarter (or at any time a teacher feels a need to formally communicate a student's progress with his or her parents). All progress reports must be signed by parents and returned within a few days.

Faculty members maintain close contact with parents, by phone, email, or memo, and the school Student Assistance Team holds all-teacher meetings with the parents of students having difficulties in more than one course. After each quarterly grading period Parent/Teacher conferences are held. Students earning any grade lower than a "C" do not receive their report cards directly; instead, their parents are required to personally pick up their students' report cards during the conferences.

Ben Franklin has a web page, as do the Parents' Association and the Alumni Association. Through these online tools and also through a Parent's Newsletter issued monthly, parents are notified of calendar dates, upcoming grading periods and exam schedules, as well as student achievements and academic honors received by members of the school community. Franklin's on-site television station broadcasts daily, supplying regular information about extracurricular activities and upcoming testing programs. For example, the entire school eagerly awaits the announcement of the current year's National Achievement and National Merit Semi-Finalists.

At the start of the year special programs are held specifically for freshmen parents, designed to familiarize them with Franklin requirements and the grading process. Franklin also has a full-time college counselor; twice a year students and parents are invited to workshops designed to help them learn to evaluate academic records as they relate to receiving financial aid and the choices that must be made during the college admission process.

Exceptional students in Louisiana, including those who are gifted and/or talented are protected under the guidelines for special education services which means that the gifted and/or talented child has the right to a free and appropriate public education, an Individualized Education Plan (IEP), a reevaluation, as well as due process procedures. Benjamin Franklin High School will adhere to all provisions of the state law regarding gifted and/or talented students.

In addition Benjamin Franklin High School will be proactive in determining if a student meets the criteria for gifted and/or talented services, enlisting the help of OPSB support personnel for the proper screening. Gifted and/or talented classes will be offered in the school's curriculum. The gifted/talented program at Benjamin Franklin High School will provide all resources that can be made available to meet the needs of gifted and/or talented students, including a challenging, differentiated curriculum in designated classes.

The differentiated curriculum will include

- Curriculum that is compact and accelerated;
- Content that reflects a higher degree of complexity, emphasizes abstract concepts, and develops higher-level thinking processes;
- Content that goes beyond the prescribed curriculum to involve the application of learning to areas of greater challenge.
- Multi-disciplinary content that increases students' abilities to formulate and test new generalization and/or products.

Teachers providing instruction of gifted/talented students will be appropriately certified/licensed and adequately trained.

ATTACHMENT 21

21. Please describe how parents will be involved in the charter school, including, in particular, the governance, and administration of the charter school. Your response should include plans to build family-school partnerships that focus on strengthening support for learning and encouraging parental involvement in school operations.

19. Since 1957 parents have been some of the most important contributors to Benjamin Franklin's success. The Parents' Association has not only provided strong verbal support for Franklin's programs, but also financial support to move it forward in its drive to help all students succeed. The Parent Board serves as an integral part of the school, meeting monthly with administration, making and following through with suggestions for improvement, working to gather information about student and parent needs, and taking an active role in all areas of the school. The organization prepares a monthly newsletter, handles an active website, handles publicity about the school, and organizes and supports a vast volunteer effort.

Parents serve as volunteers in every part of the school: admissions, front office, counselor's offices, and student activities. Parents organize new student forums, manage college night, and organize an extensive career day. More importantly, parents have a voice, not only through the Board, but also through personal contact with teachers, administration, and support personnel.

The board of the Parent Organization is leading this effort to charter Benjamin Franklin High School, voting unanimously to move forward with this proposal. Parents have assumed the duties of working with alumni to collect funds, to determine needs, and to serve in any capacity needed to bring Franklin to its full operational status.

Benjamin Franklin High School will continue its tradition of strong parental involvement. Post-Katrina, and with this charter proposal in hand, new opportunities exist for parents to become even more closely involved with school activities. All communication with parents since the disaster has been not only positive, but strongly supportive, with parents and students expressing love for and a desire to return to their school. No one, not teachers, administrators, or support staff can ever take their school for granted; parents certainly won't and they will work creatively and intelligently to help the school support the needs of their children. Without them, no school can succeed. There is a direct link between the Parent Board members and members of the organization through committees that address every aspect of the school, from admissions to athletics.

Some activities of the Parent Board include the following:

- Parent/Student Directory
- Falcon Feast Fundraiser
- Falcon Fest Fundraiser
- School Volunteer Coordination
- Technology Committee

Parents will receive information in the following ways:

- Monthly newsletter;
- Teacher correspondence and calls;
- Progress reports;
- Report cards
- Notices/flyers;
- Counselor/social worker communications

ATTACHMENT 22

22. Provide evidence of adequate community support for and interest in the proposed charter school sufficient to allow the school to reach its anticipated enrollment. Include any methods or strategies that have been used to gauge community support for the charter school.

20. The number of students applying to Benjamin Franklin every year for entrance into grades 9-11 has averaged 800 students over the past five years for approximately 250 openings. This is an indication of the high demand for enrollment in Benjamin Franklin that exists in the community.

The school has been a source of pride in the community for many years with its accomplishments lauded by the Times-Picayune, the city, the State of La., and the nation. Honored at many school board meetings, Franklin students have been recognized for excellence.

Before the disaster Benjamin Franklin community had not planned to make a charter proposal. Now, however, the Parent Board, which has been in contact with many parents dispersed across the country and with many students, voted unanimously to move forward with this proposal. Of the parents who responded directly to the Board (approximately 400), 100% were in favor of the charter proposal. It is imperative, the community feels, that Franklin open in January and remain the school as it was. Franklin has served as a beacon of light in New Orleans Public Schools and must, in this crisis, continue to do so. Faculty members who have been found (approximately 85%) are 100% in favor of the charter, and the political base, such as it is, is supportive.

No one, not even parents or citizens who do not have children at Franklin, can imagine not having this school, and this charter application is the only way for the school to continue as it has been. All concerned agree that the partnership with UNO will strengthen both schools to serve as true educational communities.

ATTACHMENT 23

23. Attach an assessment of the programmatic and fiscal impact of the establishment of the proposed charter school on existing public and nonpublic schools in the same geographic area.

23. Benjamin Franklin High School will be a conversion of an established school and will create no additional burden on the New Orleans Public School District. The school will operate on local and state funds from the Minimum Foundation. School personnel will work on grants for the school, and the school hopes to receive money from the federal government designed to help charter schools. The Alumni organization is organizing fund raisers, and the Parent Organization will actively seek new funds.

ATTACHMENT 24

24. Provide information on the manner in which community groups have been or will be involved in the charter school planning and development process and/or in the operation of the charter school. Discuss any commitments for partnerships or other relationships with community organizations or individuals that would enrich the learning opportunities of students in the school.

23. Dr. Tim Ryan and Dr. Jim Meza of the University of New Orleans have been and will continue to be actively involved in the planning for and in the operation of the school. Based on the UNO campus, Benjamin Franklin High School has already established a solid partnership with the UNO: cooperative library resources; concurrent enrollment; Teaching Academy support; adjunct professorships; professional development; and work on consulting teams. This charter partnership will strengthen the association: students will be able to take more classes on campus; students will be able to take courses of special interest not offered at Franklin; UNO professors and administrators will serve on the Board of Directors; shared professional development will enrich both schools; and grants to enrich Benjamin Franklin and UNO will be available to support the charter school.

Because Benjamin Franklin High School is a college preparatory school, this partnership is not only appropriate but serendipitous. Franklin students, already involved with a rigorous curriculum, will be further enriched by an opportunity to experience and to participate in a college community.

ATTACHMENT 34(A)

34. (a) Attach the proposed student admission policy and procedures for the charter school. This policy should include, at a minimum, the following information:

- **a description of the jurisdiction within which a pupil shall reside or otherwise be eligible to attend a public school in order to be eligible for admission;**
 - **the required anti-discrimination criteria**
 - **the scheduled application and enrollment periods for the first and subsequent years, including the approximate date in each year on which you intend to hold the lottery, if necessary;**
 - **an outreach plan including strategies for publicizing the school and recruiting prospective students;**
 - **the specific targeted student population (if any);**
 - **the step-by-step procedures to be implemented in the event timely applications for admission exceed the available spaces, including who will conduct the lottery, the precise manner in which the lottery will be conducted;**
 - **the waiting list process, including the length of time a waiting list will be maintained**
- Outline the procedures for enrollment priority for siblings (if applicable) of students enrolled in the charter school for**
- **year one; and**
 - **subsequent years;**
- **the procedures for student withdrawal from the school; and**
 - **if applicable, the preference procedures in place for a conversion school.**

34. (a) As a Type 3 conversion charter, Benjamin Franklin High School will maintain the admissions criteria approved by the Orleans Parish School Board. That admissions criteria includes a matrix composed of IOWA scores in reading, writing, and mathematics and grades. Using a point system assigning values to each score, incoming freshmen and sophomores must earn 88 out of 120 points to be accepted into Benjamin Franklin High School. A student must also be a resident of Orleans Parish (except for pre-Katrina students enrolled who may have had to find housing elsewhere) and maintain that residency, as well as a retention average, to remain at the school. The admissions policy has no regard for race, color, creed, or socio-economic status and provides access for all students of high academic potential. Benjamin Franklin High School has a three-tiered admissions policy, including the possibility of a lottery, if there are more qualified applicants than the school can accept.

Adhering to a time schedule, Benjamin Franklin accepts timely applications until the first part of December, provides several testing dates, and informs parents of scores as the tests are scored.

After final report cards are received, around the middle of June, parents are informed of final acceptance.

Designated a Blue Ribbon School under the No Child Left Behind Act, Benjamin Franklin High School as been recognized not only for its multi-ethnic student body, but for its success rates regarding academic achievement for all ethnic groups. Proactive in the recruitment of students from New Orleans Public Schools, Benjamin Franklin High School invites every student in the New Orleans Public Schools who meet the required criteria to apply.

For the opening in January, 2006, the admissions criteria will be modified to admit:

- College-bound seniors from New Orleans Public Schools who have passed the GEE;
- Students who attended other schools pre-Katrina but who had made the criteria for Franklin; and
- Residency modification for pre-Katrina students enrolled at the school.

The procedure for withdrawal and transfer to another school are as follows:

- Parents or guardians notify Benjamin Franklin High School about the withdrawal and last date of attendance.
- The student returns all books and material.
- Parents meet with the business manager to discuss any indebtedness matters.
- The school provides an official letter of withdrawal to the parent.
- Copies of student records will be given to the parent on request. Other records are sent directly to the receiving school. The school will follow the FERPA guidelines in handling student information.

ATTACHMENT 34 (b)**34. (b) Describe how the charter school will meet the at-risk enrollment requirement in LA R.S. 17:3991(B)(1).**

34. Students with high-academic potential are certainly at-risk for undiagnosed learning difficulties, emotional and adjustment problems, family problems, economic pressures, peer pressures, and the social pressures of the society. Benjamin Franklin High School has and will continue to have at-risk students whose needs must be addressed through the process described above. No student is denied admission because of being at-risk, and Benjamin Franklin admission procedures work to bring students who are at-risk and who meet the criteria into the school. Working with the courts, with social workers, with school counselors and other community services, students in the court system find placement at Franklin. Extensive counseling and aid is provided to families in need of help. Economic help is provided quietly and with full respect for privacy.

Students who may be at risk academically are identified before the school year begins. Data comprised of IOWA and LEAP scores are analyzed, and students are provided with individual counseling at the beginning of the school year. They are not told that they are at risk; rather, they are provided with a comprehensive view of all the support mechanisms that are in place. Many of these students do well; some, after the first progress report, require more intervention. Since all students are eventually seen by the counselors, these students are not singled out and do not feel different.

Throughout the school year students who are at risk of not making retention requirements (2.0) are the focus for interventions on the part of teachers, counselors, and the social worker. Under the guidance of the administration, students and parents are guided to tutoring, accommodations, and support resources. If necessary, referrals are made to the Student Assistance Team for further evaluation.

Retention Strategies

Benjamin Franklin High School has implemented the following retention strategies:

- Student/Parent Counseling
- Meetings with 504 or IEP students,. Parents, and teachers at the beginning of the year and as needed
- Orientation sessions and new student sessions during the year
- Mid-quarter and quarterly progress reports (all new students get progress reports the first semester)
- Teacher phone calls (teachers are required to call parents if the student's grade is a D or below
- Referrals to counselors, social worker, FSS, and SAT

Student Responsibilities

- Self-discipline
- No bullying or threats
- Daily attendance and timely reporting to class
- Compliance with the school's policy on absences and tardies
- Compliance with school discipline rules, including dress code
- Compliance with the school's requirement for ID badges

- Knowledge of and compliance with “Project Respect and You: A Student, Family, and Community Handbook” printed in student/parent calendars (parents and students acknowledge their compliance through a contract)

34. (c) If applicable, describe how the admissions requirements are consistent with the proposed charter school's role, scope and mission.

34. In 1957 Benjamin Franklin High School was established by the New Orleans School Board in response to the successful Sputnik endeavor by the Russians. It was established to address specifically the need to educate high academic potential students, especially in the areas of mathematics and science. In the process of its evolution in size, location, and emphasis, Benjamin Franklin High School has remained solidly focused on high academic potential students from all ethnic groups in the community.

The Orleans Parish School Board designated Benjamin Franklin High School as a Citywide Access School based on the magnet school program initiated in 1976. This designation (1998), the OPSB recognized that “the CWAS are an important part of the New Orleans Public Schools and should neither be eliminated, nor should their academic standards be lowered.”

Pre-Katrina Benjamin Franklin High School served 935 students at four grade levels. It produces an outstanding number of National Merit Semi-Finalists (an average of 23 for the past six academic years) and National Achievement Semi-Finalists (an average of 11 for the past six years). In any given year, between 18 and 23% of Franklin graduates are honored with one or both of these designations; last year, Franklin produced the second largest number of National Achievement Finalists in the nation. Franklin ACT scores hover around a composite average of 27, compared to a state composite of 19.6 and a national composite of 21. SAT scores on the verbal half of the test range from 623 to 641, compared to 559-562 at the state level and 505 nationally. SAT scores on the mathematics half of the test range from 618 to 631, compared to 550-558 in Louisiana and 508-511 on a national level. Franklin students take the PSAT test in October of their freshman, sophomore and junior years; the improvement in scores as students advance through the Ben Franklin academic program exceeds national rates.

Post-Katrina Benjamin Franklin's mission remains the same, and its admission requirement is consistent with established board policy and the mission of the school: to serve high academic potential students in all areas of achievement: academic, social, and ethical. Benjamin Franklin's success is not accidental: flexible and responsive to parent, student, and community needs, Franklin is built on the solid foundation of the belief that all students should succeed to their highest potential. (See specific admissions policy, ATTACHMENT 5). That foundation is supported by a solid academic curriculum, multiple support services, many extracurricular opportunities, and a concern that our students study and play, are intense and happy; that our parents are supported and supportive, active and proactive; that our teachers are students and guides; teachers and learners; that our administrators are leaders and listeners; and that our whole community works as one to keep the focus on the child.

ATTACHMENT 35

35. Attach the charter school's student discipline rules and procedures for regular education students. If your school is to have a provision for suspension or expulsion, include as well the procedures and policies for implementing alternative instruction.

35. The emphasis at Benjamin Franklin High School is on the development of character; therefore, the emphasis is on self-discipline. The culture of the school is respectful both of a student's individuality as well as on the student's community responsibilities. Franklin's handbook states: "No other aspect of school life carries as much significance as does citizenship. Cooperation, courtesy, and consideration for others contribute immeasurably to the daily life and spirit of the school. The student, faculty, and administration believe that it is a privilege to attend and to work at Franklin; that education is our major goal; and that responsibility to others is fundamental. The overriding goal for each student and each staff member is to be responsible for his or her own actions."

In support of this philosophy of self-discipline, Benjamin Franklin instituted an Honor Code, portions of which were adapted from the Josephson Institute of Ethics. The Honor Code addresses in detail the definition of academic dishonesty and the consequences of such occurrences at Benjamin Franklin. This Honor Code is the result of the hard work of a committee, chaired by parents, and composed of parents, teachers, and students.

In addition, of course, other types of discipline problems must be addressed. They are addressed in the **Student-Parent Guide to Project Respect and You: A Student, Family, and Community Handbook**. (See **Appendix 2** for complete student handbook) The student handbook makes clear that Benjamin Franklin High School endorses the list of unacceptable behaviors and accompanying disciplinary actions as outlined by New Orleans Public Schools.

Recommended disciplinary actions include:

- Student-teacher conferences
- Student-parent-teacher conferences
- Referrals
- Conflict resolution
- Peer mediation
- Positive behavior management practices
- Five levels of detention/suspension (which escalate with the severity and the repetition of unacceptable behavior). These levels are teacher detention; administrative detention; Saturday detention; Saturday suspension; out-of-school suspension. Students who have been suspended (Saturday or out of school) three times a year will be recommended for expulsion for their next suspendable behavior.

ATTACHMENT 36

36. Please provide the discipline policy that the school will enact for students with disabilities.

36. The discipline procedures for special education students with disabilities are consistent with federal and state laws, as well as with school policy. Students will not be disciplined because of their disabilities. There are no special education classes at Benjamin Franklin High School, except for gifted and talented classes. Students with diagnosed disabilities or 504 accommodations are provided with the accommodations they need to follow the rules of the school, such as more time to get from class to class with wheel chairs or other motorized accommodations. Students with disabilities are required to follow school policies.

Attachment 37

37. If the charter school would implement a dress code policy, provide such policy including a description of how the cost of any uniform would be covered for parents unable to afford them.

37. The dress code applies all year long when students are at school or at school events. This includes Saturdays, evenings/nights, and summer.

The principle behind the dress code rule is that all students are to wear appropriate attire to foster the best environment for learning and for their own safety. No school uniform is required. Basic dress code rules include:

- Students are to wear moderate hairstyles only.
- Students shall not wear suggestive or revealing attire that diverts from the learning process.
- All clothing must be work correctly on the body, must fit the individual appropriately. Tops must be tucked into the waistband at the waist.
- All hats and headgear may not be work in the building.
- Shoes without backs are not permissible.
- Tank shirts and undershirts as outer garments are not acceptable. Pants worn below the waist are not acceptable. Belts must be worn, and no midriff may be exposed.
- Students are not to wear sunglasses in the building, except with a doctor's permit.
- Clothing, jewelry, buttons, patches, or any other items with words, phrases, symbols, pictures, or signs which use indecent, profane, suggestive, or swear words, or are drug or alcohol related are not to be work.
- Ornate and/or expensive jewelry are not to be worn.

ATTACHMENT 38**38. Provide a description of the food services to be provided by the charter school.**

38. Benjamin Franklin High School requests that the Orleans Parish School District's food and nutrition department continue providing food service in the same manner that it was doing so, to the students and staff at Benjamin Franklin High School for the full term of the charter agreement.

ATTACHMENT 39**39. Describe plans for transportation of students to and from the charter school.**

Benjamin Franklin High School requests transportation services (i.e. RTA bus tickets) for students who are enrolled at Benjamin Franklin High School and who live more than one mile from school.

The high percentage of students leaving school after the regular dismissal time requires that the responsibility of providing transportation after school lies with parents most of the time.

School busses will be needed for :

- Students currently using school busses
- School field trips and athletic trips in Orleans Parish
- School field trips and athletic trips outside of Orleans Parish

ATTACHMENT 40**40. Describe plans for health services to be provided by the charter school or options under consideration.**

Benjamin Franklin High School will work with the Orleans Parish School District's health department to provide nursing services to Benjamin Franklin High School for the full term of the charter agreement.

Several staff members, both secretarial staff and certified teachers, have attended district-mandated training sessions on the proper administration of medication. These staff members, in addition to the school nurse, will be responsible for administering all medication to students who require such at the school every day.

ATTACHMENT 41

41. Attach the proposed school's policies and procedures for complying with the Louisiana Public Records Law, LA-R.S. 44:1 et seq, remembering that the non-profit corporation must also comply when acting in their capacity of the governing board of the charter school.

See Exhibit F

ATTACHMENT 42

42. Attach the proposed school's policies and procedures for complying with the Family Educational Rights Privacy Act (FERPA), 20 U.S.C. 1232g.

See Exhibit G

ATTACHMENT 43

43. Attach the proposed school's policies and procedures for complying with the Louisiana Open Meetings Law, LA-R.S. 42:4.1 et seq.

See Exhibit H

ATTACHMENT 44

44. Attach the proposed school's policy for reporting at the end of each semester to parents of pupils enrolled in the school, the community, the local school board and the state board as required by LA-R.S. 17:3991 (B)(9)

Benjamin Franklin High School will provide the following reports to the groups listed above:

1. School Progress Report to Parents, the Community, and the Board of Elementary and Secondary Education [17:3991(B)(9)]

This report will be disseminated twice annually, four weeks after the conclusion of the first semester, and eight weeks after the school term ends. The second report will serve as the annual report.

2. Progress Reports on Students to Their Parents [17:3991(B)(9)(21)]

At the end of each quarter, parents will receive a copy of the students' grades from each class. Additionally, parents will receive mid-quarter reports on student progress each quarter.

3. Comprehensive Report to Orleans Parish School Board as Chartering Authority [17:3998(A)(2)]

This report will be submitted following the third year of Benjamin Franklin High School's operation. It will summarize information from previous annual School Progress Reports and annual site visit reports.

4. Regular Reports on Student Attendance

Benjamin Franklin High School will complete regular reports on student attendance to submit to the OPSB in compliance with all applicable regulations.

5. Other Reports to the Board of Elementary and Secondary Education

Benjamin Franklin High School will file any other reports as required by Orleans Parish School Board or the Board of Elementary and Secondary Education.

ATTACHMENT 45**45. Attach the policies of the charter school's board of directors for handling complaints from parents, community individuals, or groups.**

The Board of Directors expects that all complaints will be handled in a serious manner. The following policy has been established to respond to any such complaints:

Complaints regarding Benjamin Franklin High School should be made directly to the site Assistant Principal. The Assistant Principal is directly responsible for all matters that occur at the school. The Assistant Principal will determine the urgency of the matter and will respond accordingly. However, the Assistant Principal must attempt to resolve the complaint within five school days.

If, however the complaint is against the Assistant Principal, the concern should be placed in writing and sent to the Principal/CEO. Otherwise, the matter should be taken up with the school Assistant Principal.

If the matter is not handled satisfactorily by the Assistant Principal then, the complaint should be put in writing and sent to the Principal/CEO. The Principal/CEO will meet with the aggrieved party within 10 school days of receiving the complaint. A response from the Principal/CEO will be placed in writing within 72 hours after the meeting. An unsatisfactory response from the Principal/CEO can be appealed to the Board of Directors.

Such an appeal must be made to the Board President within 5 days following the response from the Principal/CEO. The board will act on the matter at its next board meeting, provided that the meeting is at least ten days away. If the board is meeting sooner, the matter will be taken up at the later board meeting. The Board President, however, has the discretion to bring the matter to full board sooner in he/she concludes that the matter is urgent.

All correspondence should be sent to the school's address and addressed to the person from whom a response is requested.

Only in rare cases, will the individual be allowed to present the matter in person to the full board.

Attachment 46

46. In the event of the dissolution of the charter school, attach the procedures that the school would follow for the transfer of students and student records and for the disposition of school assets.

In these matters, the Board of Directors will work cooperatively with the Orleans Parish School District to expedite this process in a manner that is least disruptive to the school staff, the students and their families.

Transfer of Students

The parents of students attending the school will be notified within 72 hours of the decision to close the school. A meeting of parents and students will be held to discuss the reasons for the school closure. Parents will be counseled on their school options for the upcoming academic year.

Transfer of Student Records

Since the dissolution will more than likely occur at the end of the school year, parents may not know which school their child will attend the next year. Therefore, the board will secure the records, and hire someone on the staff to be available at the beginning of the next school year to receive records requests and forward the students cumulative records to the new schools where students are enrolled.

In the event that the school is closed at some point during a school term, school staff will forward student records immediately to the new schools where students enroll. In either event, students will be released in SASI to the new schools.

Disposition of School Assets

The law states that any property acquired by a Type 1, 2, 3, or 5 charter school is the property of that charter school for the duration of that school's charter agreement. If the charter agreement of a Type 1, 2, 3, or 5 is revoked or the school otherwise ceases to operate, all assets purchased with any public funds become the property of the chartering authority. Charter schools are to maintain records of any assets acquired with any private funds, which remain the property of the AAEE, Inc. organization operating the charter school. [R.S. 17:3991 (H)]

The building, all of its physical assets, and all the fund balances will be turned over to the Orleans Parish School System. The exception will be those assets that were purchased with non-public funds and all cash that was received from private sources. The assets purchased with non-public funds will be distributed to other non-profit agencies at the board's discretion.

An escrow amount of \$25,000 will be established at the founding of the school to pay for legal and audit expenses that would be associated with dissolution if the charter agreement is revoked or if the school ceases to operate.

An annual financial audit will be performed.

The Principal/CEO and the board of Directors will act as stewards of school financial and operational records in the case of the dissolution of Benjamin Franklin High School.

25. Please provide a copy of the non-profit corporation applicant's Articles of Incorporation, Certificate of Incorporation from the Louisiana Secretary of State's office, and the 501(c)(3) determination from the IRS. Please provide a set of by-laws for the non-profit corporation applicant, which includes officer positions designated; the manner in which officers are selected and removed from office; the manner in which members of the governing body are selected and removed from office; the manner in which vacancies on the governing body are filled; the term for which members of the governing body serve; and whether the terms are to be staggered.

25. See Exhibit D

26. (a) Provide a copy of the non-profit corporation's most recent audit report. If an audit report is not available, provide an unaudited statement of financial position, an unaudited statement of activities, and an unaudited statement of cash flows. The unaudited financial statements must include a notarized statement signed by the president of the board of directors attesting to the accuracy and completeness of the information provided.

26. (b) Provide a credit report of the non-profit corporation. If a credit report is not available, provide a statement that explains why a credit report was not available as the attachment.

26. (c) Provide a copy of the most recently filed Internal Revenue Service Form 990. If a Form 990 is not available, provide a statement that explains why a Form 990 was not available as the attachment.

N/A

ATTACHMENT 27

27. Respond to the following in reference to the non-profit corporation applicant.

- **Describe the purpose for which the non-profit corporation was established.**
- **Describe the activities in which the non-profit corporation has been engaged in the past and in which it is currently engaged.**
- **Disclose whether the non-profit corporation or any entity that is affiliated with the non-profit corporation is a religious organization, is affiliated with any religious organization, or engages in any activities with a religious purpose.**
- **Discuss any liens, litigation history, and/or any sanctions from any local, state and/or federal regulatory agency against the non-profit corporation. For the purposes of this application, “litigation” includes civil suits, bankruptcy proceedings, and any administrative process in which an agency of the federal, state or local government has taken adverse licensing or disciplinary action in which the non-profit corporation has been involved.**
- **Describe the initial incorporators of the non-profit corporation, including the individuals' names and their professional backgrounds.**
- **Discuss any plans for further recruitment of founders or organizers of the school.**

- **Describe the purpose for which the non-profit corporation was established.**

Advocates for Academic Educational Excellence, Inc. is organized and shall be exclusively operated for charitable and/or educational purposes. By way of illustration but not limitation, this corporation is created to:

- Organize, govern, operate, and raise funds for the charter school;
 - To undertake any activities that support and/or advance the organization, governance and operation of such schools;
 - To improve student learning;
 - To increase learning opportunities for all students;
 - To encourage use of innovative and rigorous teaching methods and a variety of governance, management, and administrative structures;
 - To be thoroughly accountable for educational results; and
 - To create new professional opportunities for teachers and other school employees.
-
- **Describe the activities in which the non-profit corporation has been engaged in the past and in which it is currently engaged.**

The Advocates for Academic Excellence in Education, Inc. has been engaged in the planning and development of this proposal for Benjamin Franklin High School. Members of the Benjamin Franklin Parent/Teacher and Student Association (PTSA) and Ben Franklin administration, in partnership with the University of New Orleans, made the decision to apply for the Charter School status and also made the decision to formally file for incorporation of the Advocates for Academic Excellence in Education, Inc., which is a separate organization from the aforementioned entities.

- **Disclose whether the non-profit corporation or any entity that is affiliated with the non-profit corporation is a religious organization, is affiliated with any religious organization, or engages in any activities with a religious purpose.**

Advocates for Academic Excellence in Education, Inc. is not a religious organization, is not affiliated with any religious organization, and it does not engage in activities with a religious purpose. In addition, there is not an entity affiliated with the non-profit corporation that is a religious organization, affiliated with any religious organization, nor engages in any activities with a religious purpose.

- **Discuss any liens, litigation history, and/or any sanctions from any local, state, and/or federal regulatory agency against the non-profit corporation. For the purposes of this application, “litigation” includes civil suits, bankruptcy proceedings, and any administrative process in which an agency of the federal, state or local government has taken adverse licensing or disciplinary action in which the non-profit corporation has been involved.**

There is no litigation against Advocates for Academic Excellence in Education, Inc.

- **Describe the initial incorporators of the non-profit corporation, including the individuals' names and their professional backgrounds.**

The initial incorporators are individuals associated with Benjamin Franklin High School, or professional academics affiliated with the University of New Orleans with extensive expertise in charter school administration. They are:

1. Timothy P. Ryan, Chancellor, University of New Orleans. Prior to be appointed Chancellor, Dr. Ryan held the post of Dean of the College of Business Administration and was the Hibernia Professor of Economics at the University of New Orleans. He has been on the UNO faculty in the College of Business since 1976. Dr. Ryan is the father of a current Franklin student.
2. Dr. James Meza currently holds the position of Dean, College of Education and Human Development at the University of New Orleans, serves as the Chief Academic Office of the College, providing leadership for all faculty and academic programs as well as overseeing administrative services for more than 3000 students enrolled in graduate and undergraduate programs). Recently Dr. Meza spearheaded UNO's takeover of Pierre A. Capdau, a failing school in Orleans Parish and redefined the role of universities by assuming responsibility for the academic outcomes of kindergarten through twelfth grade students in public schools. This UNO-Capdau partnership has received praise from local and national business and political leaders. Recently, the La. Board of Regents, inspired by the UNO-Capdau partnership, created a \$1 million trust fund as a incentive for other

Louisiana universities to follow UNO's path to improve failing public schools throughout the state. As a result of the early successes of the takeover initiative, Congress awarded Dr. Meza a \$1 million directed appropriation to expand the project as well the project as well as seed the Education Venture Fund. Dr. Meza will serve as the CEO of the Education Venture Fund, a non-profit organization that harnesses the principles of successful investment to develop high performing schools which will meet the needs of the knowledge based 21st century.

Jim Meza's background includes state and national experience in policy development and education reform. He has served as the Executive Director of the Louisiana State Board of Elementary and Secondary Education (BESE), the chief policy making body for PK-12 education in Louisiana. He also served as the Interim State Superintendent of Education for the State of Louisiana and was the first educational leader to be appointed to such a position following a constitutional amendment.

Dean Meza is a former secondary education teacher and principal. He earned his doctorate in Educational Administration from the University of New Orleans in 1981.

3. Duris Holmes is a partner in the law firm of Deutsch, Kerrigan & Stiles, L.L.P., where he is a member of the Business Department and chairs his firm's Technology Committee. He attended P.A. Capdau Junior High and graduated from Franklin in 1980. Mr. Holmes is the father of a Franklin junior and freshman and currently serves as President of the Franklin Parents Association. He also serves on the Executive Board of Southeast Louisiana Council of the Boy Scouts of America.
4. Dr. Darlene Morgan Brown is an Assistant Professor of Professional Practice in the College of Education and Human Development at the University of New Orleans. Dr. Morgan is certified by the State of Louisiana in the area of Speech, Hearing and Language, Level 1.
5. Dr. James Miller is an Executive Associate Dean in the College of Education and Human Development at the University of New Orleans. Dr. Miller is certified by the State of Louisiana in the education of learning disabled, mentally retarded, socially maladjusted and emotionally disturbed students. Dr. Miller is also certified in the areas of assessment, teacher, and supervisor of education.

6. Carl Indest, President of Franklin Alumni Association, *Ex Officio*, is the Administrator and Accounting Manager for the law firm of Herman, Herman, Katz and Cotlar. He attended St. Francis Cabrini Elementary School and graduated from Franklin in 1979. Carl is the father of two children who both attended New Orleans Public Schools (Jean Gordon and Avery Alexander). He is the current President and former Treasurer of the Benjamin Franklin Alumni Association. Both he and his wife are regular blood and platelet donors at the Metairie Blood Center and active members of St. Francis Cabrini Parish. Both Carl and his wife were born and raised in Gentilly, where they still reside.

Discuss any plans for further recruitment of founders or organizers of the school.

If Advocates for Academic Excellence in Education, Inc. receives approval of the Benjamin Franklin High School Proposal, then additional members of the Board of Directors may be added.

ATTACHMENT 28

28. Attach the charter school's non-profit corporation's "qualifications for service" that have been established to determine eligibility to serve on the school's board of directors.

28. The qualifications that are used to recruit members of the board of directors are:

- A person who has demonstrated leadership capabilities and is respected in the community;
- A person with demonstrated experience in or demonstrated commitment to 9-16 education;
- A person who is knowledgeable of or has demonstrated interest in the school's program;
- A person who is knowledgeable of or has demonstrated interest in the charter school development program
- A person who is committed to the mission of the school and who shares the educational philosophy upon which the school is founded.
- A person who possesses key skills, knowledge, and other assets that are vital to the organization's ability to effectively govern a charter school such as legal, financial, educational, risk management, human resource management, etc.
- A person with experience in serving on a non-profit board
- A person who has had a child or a relative attend the charter school
- A person who has some first-hand experience with the school's programs.
- A person who has the necessary time and other resources to serve as an effective board member.

Even though a particular racial make-up of the Advocates for Academic Excellence in Education, Inc. board is not specified here, the board will be ethnically diverse to reflect the diversity of the student body it serves.

ATTACHMENT 29

29. List the proposed members of the board of directors for the charter school, indicating any ex-officio members and any vacant positions expected to be filled. Each proposed member who is named must complete the "Biographical Affidavit" and the "Request for Information from Prospective Charter School Board Members" contained in the Appendix (unknown) to the Application Kit.

29. The Board of Directors for Benjamin Franklin High School are

1. Timothy P. Ryan, Chancellor, University of New Orleans. Prior to be appointed Chancellor, Dr. Ryan held the post of Dean of the College of Business Administration and was the Hibernia Professor of Economics at the University of New Orleans. He has been on the UNO faculty in the College of Business since 1976. Dr. Ryan is the father of a current Franklin student.
2. Dr. James Meza currently holds the position of Dean, College of Education and Human Development at the University of New Orleans and Director of the University of New Orleans Center for Accelerated Schools. Dr. Meza has also served as Louisiana State Superintendent of Education, Executive Director of the Louisiana State Board of Elementary and Secondary Education (BESE).
3. Duris Holmes is a partner in the law firm of Deutsch, Kerrigan & Stiles, L.L.P., where he is a member of the Business Department and chairs his firm's Technology Committee. He attended P.A. Capdau Junior High and graduated from Franklin in 1980. Mr. Holmes is the father of a Franklin junior and freshman and currently serves as President of the Franklin Parents Association. He also serves on the Executive Board of Southeast Louisiana Council of the Boy Scouts of America.
4. Carl Indest, President of Franklin Alumni Association, *Ex Officio*.
5. Nancy Pierre is the parent of recent Franklin graduate, Theodore, and current Franklin Freshman, Marcus.

ATTACHMENT 30(A)**30. (a) Attach a description of the responsibilities and obligations of the charter school board of directors and officers of that board.**

- Hire and set annual goals for the Principal/CEO's performance, including a formal evaluation.
- Provide support for the administrative team as they work to achieve the goals established for the school.
- Attend regular meetings of the charter school board, which are approximately two hours in duration. The board will meet at least eight (8) times per year. Be accessible for personal contact in between board meetings.
- Provide leadership to Board committees. Each board director is expected to serve as an active, ongoing member of at least one committee. This requires a number of meetings per year plus individual time to complete committee tasks.
- Commit time to developing financial resources for Benjamin Franklin High School. This includes making a personally meaningful financial gift (if able) as well as supporting other fund development activities of the charter school in a manner appropriate for board directors.
- Responsibly review and act upon committee recommendations brought to the board for action.
- Prepare in advance for decision-making and policy formation at board meetings; take responsibility for self-education on the major issues before the board.
- Participate in the annual board director self-review process
- Participate in the annual board development and planning retreat.
- In general, use personal and professional skills, relationships, and knowledge for the advancement of the charter school.
- Place the charter school's purposes and interests above his/her own professional and personal interests when making decisions as a board member.

ATTACHMENT 30(B)

30. (b) Provide a signed assurance from each member of the non-profit corporation board of directors indicating that he/she understands that he/she is ultimately responsible for:

- **Management and administrative practices;**
- **Compliance with generally accepted accounting principles and generally accepted standards of fiscal management;**
- **Financial accounting reporting requirements, including audit requirements;**
- **Student and school performance;**
- **Compliance with special education and Limited English Proficient (LEP) program requirements;**
- **Compliance with state and federal grant programs, including all reporting requirements;**
- **All BESE and Department of Education reporting requirements, including student count reporting;**
- **Reporting annual school and student performance to students, parents and the public;**
- **Compliance with all applicable state and federal law, rules and regulations; and**
- **Compliance with all terms of the charter agreement.**

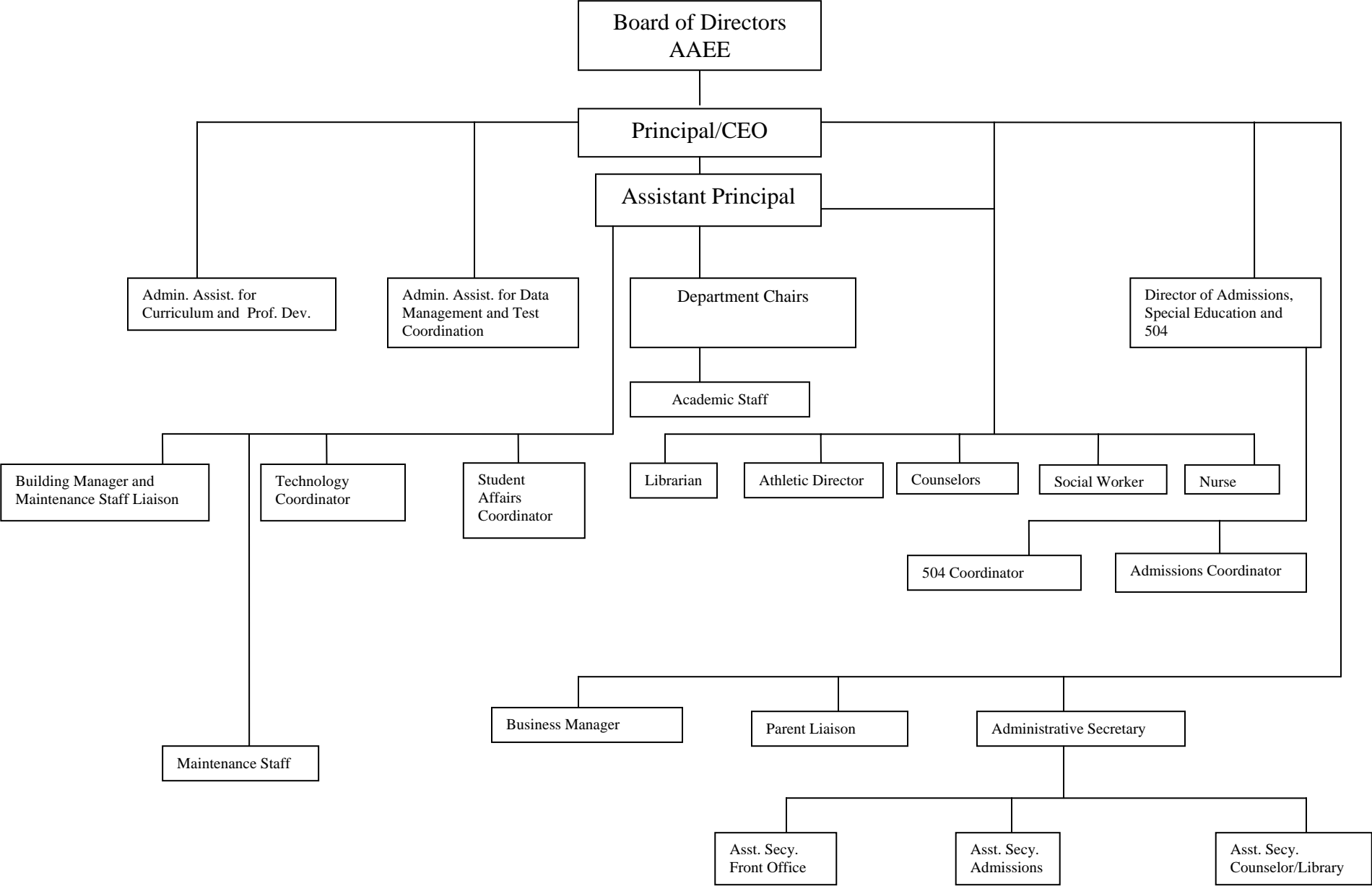
30(b). The following are the signed and notarized forms from each founding director.

ATTACHMENT 31

31. Provide an organizational chart for the school and a narrative explanation of the chart. The materials supplied should indicate clearly the reporting structure of staff to the board of trustees and staff to the school director(s). If the charter school would contract with a company for management services, explain that company's role in the organizational structure of the school.

31. The following is the proposed organizational chart for Benjamin Franklin High School and the Responsibility chart for Board and Administration.

ORGANIZATIONAL CHART FOR BENJAMIN FRANKLIN HIGH SCHOOL



Responsibility	Board of Directors	Principal/CEO
A. Legal	<ul style="list-style-type: none"> • Exercises fiduciary role to ensure that the charter school is properly managed. The board should have a mechanism to validate information from the Principal/CEO • Maintains legal status; insures the proper paperwork is submitted to governmental agencies. • Reviews financial and business dealings and exercises proper judgment in self-dealing transactions--avoidance of conflicts of interest. 	<ol style="list-style-type: none"> 1. Provides information to the board, which demonstrates the fiduciary condition of the school to ensure that the charter school is well managed. 2. Compiles information for annual filing requirements 3. Notifies the board if a situation is likely to occur with regard to financial and business dealings, which could represent a conflict of interest.
B. Finance and Accounting	<ul style="list-style-type: none"> ▪ Approves annual budget ▪ Reviews periodic financial reports such as balance sheet, income statement, and changes in financial position and others made available by the board treasurer and Principal/CEO. ▪ Ensures that proper internal controls are in place. 	<ul style="list-style-type: none"> • Prepares annual budget with input from staff and finance committee of board of directors • Oversees preparation of periodic financial reports • Implements proper financial controls
C. Planning	<ol style="list-style-type: none"> 1. Establishes mission and vision for the charter school and approves goals and objectives designed to achieve the mission and vision 2. Reviews strategic plan and progress toward goal achievement 3. Assesses compliance and progress in achieving educational and other outcomes agreed to in the charter contract 4. Assesses program evaluation. 	<ol style="list-style-type: none"> 3. Provides leadership for and participates in establishing the mission and vision for the charter school. 4. Contributes to the vision of the charter school and assists the board in maintaining focus and momentum for achieving the charter school vision and mission. 5. Develops specific program goals and objectives which are aligned with the mission and vision of the school and which appropriately meet the needs of the students. 6. Provides progress and evaluation reports to as requested by the board of directors

Responsibility	Board of Directors	Principal/CEO
D. Policy	<ul style="list-style-type: none"> Develop and adopt written policies appropriate to the operation and management of the charter school. Reviews policies at designated intervals (for example, biannually) to ensure that policies are up to date and appropriate for the operation and management of the charter school. 	<ol style="list-style-type: none"> Identifies needs for new school policies and reports these needs to the board either at the designated intervals for policy review or as needed at a regular board meeting.
E. Personnel	<ol style="list-style-type: none"> Sets and reviews personnel policies Hires and evaluates performance of Principal/CEO. 	<ol style="list-style-type: none"> Implements personnel policies developed by the board of directors Recommends changes in personnel policies to the board Hires all personnel and evaluates performance of staff members (or delegates to the appropriate supervisor).
F. Resource Development	<ol style="list-style-type: none"> Establishes and implements a fund development plan which assures the long-range commitment of financial resources for the charter school. Assures effective participation of all board members in the plan implementation. 	<ol style="list-style-type: none"> Assumes management role for implementing the fund development plan of the board of directors. Conducts research and maintains information database for fund development. Manages grant development and other funding applications. Provides guidance and administrative coordination for fund-raising events. Enters into business ventures for the sole purpose of supporting the mission of the charter school if deemed appropriate by the board of directors.

Responsibility	Board of Directors	Principal/CEO
G. Board Accountability	<ol style="list-style-type: none"> 1. Establishes and communicates clear expectations of board directorship job description to all members. 2. Assures effective participation of the board of directors. 3. Conducts annual board of directors' evaluation according to the evaluation plan for the charter school. 	<ol style="list-style-type: none"> 1. Provides for or facilitates or leads training and information exchange for members in preparation for selection of board directors. 2. Facilitates effective communication among board of directors. 3. Participates in the annual board of directors' evaluation as specified in evaluation plan.
H. Decision-Making	<ol style="list-style-type: none"> 1. Defines and communicates the role of the board, and the executive administrator in making decisions according to the decision-making matrix developed jointly by the board and executive administrator 2. Assures appropriate involvement of the board of directors in the charter school decision making 	<ol style="list-style-type: none"> 1. Makes leadership and management decisions within the parameters as set forth by the board and collaborates both with the other staff of the charter school and the board in some decisions
I. Community Relations	<ol style="list-style-type: none"> 1. Promotes the charter school to parents and the general public, including serving as an emissary of the charter school to the broader community 2. Promotes cooperative action with other schools as appropriate including activities and occasions when the charter school should take part in coalitions, shared programs, joint action, etc. 	<ol style="list-style-type: none"> 1. Interprets the mission of the charter school to the community through direct involvement, public relations programs, including personal contact, descriptive program literature, and work with the media; works closely with the board for an effective division of labor.
J. Contracts	<ol style="list-style-type: none"> 1. Approves contracts. 	<ol style="list-style-type: none"> 1. Manages contracts.

ATTACHMENT 32

32. Attach an internally drafted code of ethics for the charter school which reflects the pertinent provisions in the Code of Governmental Ethics, LA-R.S. 42:1101 et seq, and any additional prohibitions imposed by the board of directors. The code of ethics must include a comprehensive and formal conflict of interest policy with specific procedures for implementing the policy and assuring compliance therewith. The code of ethics and conflict of interest policy must be written to apply to board members, officers, and employees of the school.

**Advocates for Academic Excellence in Education, Inc.
Code of Ethics**

All Advocates for Academic Excellence in Education, Inc. ("Charter School") directors, officers, and employees shall abide by all applicable provisions of Louisiana's Code of Governmental Ethics, Louisiana Revised Statute 42:1101 *et seq.* Therefore, all Charter School directors, officers and employees shall adhere to the following rules:

1. No charter school director, officer or employee shall use the authority of his or her position or office directly or indirectly, in a manner intended to compel or coerce any person or other public servant to provide himself, or any other public servant or other person with anything of economic value.
2. No charter school director, officer, employee or an immediate family member of such director, officer or employee, shall bid on or enter into, or directly or indirectly have any substantial economic interest in, any contract, subcontract, or other transaction that is under the supervision or jurisdiction of the charter school.
3. No charter school director, officer or employee shall receive anything of economic value for the performance of duties and responsibilities of his or her charter school position, other than reimbursement of expenses, compensation and/or benefits from the charter school.
4. No charter school director, officer, or employee shall receive anything of economic value from a person to whom the director, officer, or employee has directed business of the charter school.
5. No charter school director, officer or employee shall solicit or accept, directly or indirectly, anything of economic value or gratuity from any person or from any officer, director, agent or employee of such person, if the charter school director, officer or employee knows, or reasonably should know that such person:
 - (a) Has sought or is seeking to obtain contractual or other business or financial relationships with the charter school; or
 - (b) Has a substantial economic interest which may be substantially affected by the performance or non-performance of the charter school director's, officer's or employee's official duties.

No charter school director, officer or employee shall receive anything of economic value for any service, the subject matter of which; (a) is devoted substantially to the responsibilities, programs or operations of the charter school or (b) draws substantially upon charter school data or ideas which have not become part of the body of public information.

6. No charter school director, officer or employee and no legal entity in which he or she exercises control or owns an interest in excess of 25%, shall receive anything of economic value for or in consideration of services rendered or to be rendered, to or for any person during his or her charter school service unless such services are:

- (a) Bona fide and actually performed by the charter school director, officer, employee or related legal entity;
- (b) Not within his or her official duties; and
- (c) Neither performed for nor compensated by any person from whom the charter school director, officer, or employee would be prohibited from receiving a gift under Paragraph 5 above.

7. No charter school director, officer or employee, and no legal entity of which he or she is an officer, director, trustee, partner or employee or in which he or she has a substantial economic interest, shall receive or agree to receive anything of value for assisting a person in a transaction, or in an appearance in connection with a transaction, with the charter school.

8. No member of the immediate family of the charter school's chief executive officer, President or any director shall be employed by the charter school, except that such a family member may be employed as a classroom teacher provided that he or she is certified to teach. Any director, president or chief executive officer whose immediate family member is so employed shall recuse himself from any decision involving the promotion, retention or assignment of the employee.

Attachment 33

33. Describe the orientation and training process for the non-profit corporation applicant's board of directors and the process that will be used for the continual evaluation and professional development of the board of directors.

Recruitment and Orientation

Orientation of prospective board members begins at recruitment. In this stage, the prospective board member would be visited by the Principal/CEO and another board member to discuss the organization's philosophy of governance as well as the role and responsibilities of board members. At this time the prospective board member will receive printed information about AAEE, Inc. and Benjamin Franklin High School, expectations for board members, the estimation of time involved in the role, AAEE's financial position and a copy of the most recent audited financial statements.

If the prospective board member demonstrates interest in joining the organization, the Principal/CEO invites him/her to take a tour of the school so that s/he can begin to understand the mission and strategic plans for developing the school. At this time, the prospect will receive detailed information about the school's academic performance (past and present) and its goals for improving student achievement. Once the tour is complete and questions are answered, if the potential board member needs additional time to consider the job, then a follow up visit is scheduled.

Professional Development

Professional development of board members will be accomplished by:

1. Active involvement in board affairs

Because service on a school board is different from service on other types of non-profit organization boards, each board meeting will be designed to serve two purposes; first to discuss the business of the organization, and second, to learn more about the best way to carry out board business while increasing each person's understanding of public education. Board members will also be aware of activities taking place at the school, and will be encouraged to attend and participate in events.

2. Professional reading

3. Participation in local, state, and national education conferences and other meetings

The organization's board will continually evaluate itself on its ability to work effectively as a board, its ability to guide the school through policy-making and its relationship with administrative staff, and its overall ability to provide the school with the resources it needs to be successful in educating the students of Benjamin Franklin High School.

ATTACHMENT 47

47. Attach a copy of the proposed school's personnel policies. The attached policies should include at least the following information:

- **The procedures for hiring and dismissing school personnel;**
- **The school's qualifications for hiring teachers, school administrators and other employees;**
- **A complete job description and responsibilities for all staff members; and**
- **The procedure regarding the implementation of LA-R.S. 15:587.1 and BESE Policy for Charter Schools Relative To Criminal Offenses;**
- **Any employment benefits offered; and**
- **Salary ranges for all employees.**

When providing salary ranges, please provide a comparative analysis of salary and benefits of teachers and instructional personnel of the parish within which the proposed charter school will be located.

Please indicate the management company's role (if applicable) in the implementation of these personnel policies.

47. The following are personnel policies of Benjamin Franklin High School:

Procedures for hiring and dismissing school personnel

Employees of Benjamin Franklin High School shall be deemed to be employees of Advocates for Academic Excellence in Education, Inc. All employment decisions are under the authority of AAEE, Inc.

Hiring of all faculty and staff will be based on the prospective employee's ability to fulfill the mission of the school.

The Board of Directors has the responsibility of hiring and the authority to dismiss the Principal/CEO. The Principal/CEO has the authority to hire and dismiss the assistant principal (s). The Principal/CEO has the authority to hire and dismiss all other school personnel.

Unsatisfactory Performance

If work performance for any employee is not satisfactory as documented by the evaluation rubric, the following types of corrective action may be taken:

- a. Employee will be put on an assistance plan and given specific, written suggestions of actions necessary to restore employee to good standing. Assistance and support from curriculum and professional development staff as well as department chair will be offered to employee in areas of concern.
- b. Employee may be placed on probation with defined time limits, within which another performance review will be conducted and frequent observations will be made.
- c. Employee may be dismissed if poor performance, as measured by the rubric is severe and continues after defined time limits with help provided

On those occasions when the performance review process and assistance plan continue in unfavorable assessment and prognosis, it is the Principal/CEO's responsibility to make the decision not to renew an employee's contract and to inform him/her in person of the specific reasons for that decision.

Employees have the right to appeal the Principal/CEO's termination decision to the Board of Directors. The Board's decision is final.

Advocates for Academic Excellence in Education, Inc. will provide equal employment opportunity for all applicants and employees. Benjamin Franklin High School will not unlawfully discriminate on the basis of race, color, religion, gender, sexual orientation, national origin, age, marital status, disability, or citizenship. Benjamin Franklin High School will "comply with applicable state and federal laws and regulations otherwise applicable to public schools with respect to civil rights and with respect to individuals with disabilities."

Personnel on Leave from a Local School Board

Benjamin Franklin High School teachers, who, previous to their employment at the charter school, were employees of the local school board, may request a leave of absence up to three years. This allows a three-year period to decide on permanency of charter school employment. If a teacher requests to return to the school system, he or she will retain the status, rights, and benefits gained prior to the authorized leave (LA-RS 17.3997 (B)).

Benjamin Franklin High School Teachers

Teachers for the charter school will be selected from the current staff for the first year of the charter. Subsequently each teacher will be evaluated semi-annually based on an agreed upon job description using established performance reviews. Teachers will not be tenured. Benjamin Franklin High School will follow the due process procedure outlined above.

In order for a new teacher to be hired, the person must demonstrate the competencies outlined in Benjamin Franklin's mission and a desire to support the vision and the focus of the school.

For all teachers hired a Master's Degree or higher is preferred.

Qualifications for hiring teachers, school administrators and other employees*School Administrators*

The Principal/CEO will have administrative certification, be an experienced high school administrator, have experience in a high-performing school, knowledge of and experience with AP, gifted and honors curriculum, knowledge of and experience with National Merit, PSAT, SAT and ACT testing, knowledge of and experience with curriculum for all scholarship opportunities, including TOPS, and extensive and proven experience with student/teacher scheduling, facilities maintenance, assistant principal and teacher evaluation, and all pertinent and applicable state and federal laws and guidelines. The Principal/CEO must have demonstrated experience with working with parent groups and alumni organizations.

The Assistant Principal will have administrative certification, be an experienced high school administrator, and have knowledge of and hopefully with all of the above to help the Principal/CEO. In addition the Assistant Principal must demonstrate knowledge of discipline procedures, standard and creative, and conferencing skills.

Teachers

100% of the teachers at Benjamin Franklin High School will be certified or actively pursuing certification. At least 95% of the teachers will have Masters Degrees or higher. Teachers who are not currently certified will be authorized under law or state board regulation to teach temporarily while seeking a regular certificate.

100% of the gifted teachers at Benjamin Franklin High School will be gifted certified or actively pursuing certification. Teachers who are not currently gifted certified will be authorized under law or state board regulation to teach temporarily while seeking gifted certification.

Job Overviews and Reporting Responsibilities

The positions described below include broad overviews of the primary responsibilities of the various positions at Benjamin Franklin High School. Fully developed job descriptions will be written by the Board of Directors, Principal/CEO, and the Leadership Team.

Principal/CEO

The Principal/CEO will serve as the chief executive officer of the organization and as the educational leader of the school, accountable to the Board of Directors and responsible for keeping them informed about the operation of the school and for working with them to develop institutional policies and goals.

Assistant Principal

The Assistant Principal will aid the Principal/CEO in managing day-to-day operations of the school. Along with the Principal/CEO the Assistant Principal will supervise academic staff, and maintenance staff. Directly reporting to the Assistant Principal, the Building Manager, Technology Coordinator, and Student Affairs Coordinator will help coordinate those day-to-day operations. The Assistant Principal is responsible for student support and discipline and will supervise fixed assets and other such data. The Assistant Principal monitors all teacher lesson plans. The Assistant Principal reports to the Principal/CEO.

Administrative Assistant for Curriculum and Professional Development

This certified teacher will provide professional development and teacher support based on assessment data, classroom observations, student profiles, and teacher input. The assistant must conduct assessment of the instructional program, research new and innovative methods of instruction and assessment, and design support activities focused on improving student achievement. This assistant serves as part of the Leadership Team, the Student Assistance Team and the Curriculum Council. The assistant will also teach part-time. The Administrative Assistant for Curriculum and Professional Development reports to the Principal/CEO.

Administrative Assistant for Data Management and Test Coordination

This Administrative Assistant will not only collect, record, and systemize all data collection but is also responsible for interpretation of data and the communication of that interpretation to the Principal/CEO and the Leadership Team. This assistant will also coordinate state testing in the school, following all state and federal mandates and security procedures. This assistant serves as part of the Leadership Team, the Student Assistance Team, and the Curriculum Council. The assistant will teach part-time. The Administrative Assistant for Data Management reports to the Principal/CEO.

Department Chairs

Department chairs serve as members of the Curriculum Council. They assist the members of their department with professional development, teaching strategies, research, test making, and lesson planning. Each chair holds regular department meetings and carefully reviews all major department tests. Department Chairs report to the Principal/CEO and the Assistant Principal.

Director of Admissions, Special Education, and 504s

The Director of Admissions oversees all admission procedures and policies, serves as department chair for special education, maintains all IEPs, and supervises 504 preparation and documentation. The director serves as a member of the Curriculum Council, the Student Assistance Team, and the Leadership Team. The director will teach part-time. The director reports to the Principal/CEO.

Teacher (Regular)

A regular teacher will be certified to provide instruction in grades 9-12 and must agree to participate in professional development as provided by the school. The teacher will follow the job description as outlined by the school system.

Teacher (Special Education)

The special education teacher will be certified to provide instruction in gifted 9-12 classes and must agree to participate in professional development as provided by the school. The teacher will follow the job description for teachers of special education as outlined by the school system.

Building Manager and Maintenance Staff Liaison

The building manager and maintenance staff liaison will monitor all facilities, including but not limited to such items as lockers, the gym, the auditorium, etc. Faculty will report problems with facilities directly to the building manager. The building manager will serve as the liaison between the assistant principal and maintenance staff. The building manager will also coordinate services with outside contractors. The building manager will teach part-time. The manager reports to the Assistant Principal.

Technology Coordinator

The Technology Coordinator will be responsible for supporting the teachers with the integration of technology into teaching and learning by creating and maintaining a current technology plan, by maintaining and purchasing hardware and by purchasing appropriate software and licenses, by serving as a liaison to the Parent Board's technology committee, and by supporting and maintaining the school's website. The technology coordinator will also be a teacher. The Technology Coordinator reports to the Assistant Principal.

Student Affairs Coordinator

The Student Affairs Coordinator works with the Student Council, class officers, and class sponsors and is in charge of taking and monitoring all student attendance. The coordinator makes all arrangements for student extracurricular activities excluding athletic events. If needed the coordinator handles Friday detentions. The coordinator will also teach classes. The Student Affairs Coordinator is a member of the SAT and reports to the Assistant Principal.

Athletic Director

The Athletic Director has the responsibility of monitoring all activities, including health and physical education classes, in the gym. The director supervises all coaches and monitors and schedules all athletic events. The director monitors the academic averages and needs of all student athletes and serves as a member of the Curriculum Council. The Athletic Director reports directly to the Principal/CEO.

Counselors

The counselors will serve as guidance and resource persons to all high school students. They will coordinate progress reports, maintain data on student needs (especially students at risk), conduct SAT meetings when necessary, and provide college counseling and services to all students. The counselors coordinate PSAT testing and other tests not related to state-mandated testing. The counselors serve as members of the Curriculum Council and the Student Assistance Team. They report directly to the Principal/CEO.

Social Worker

Benjamin Franklin's social worker must be a licensed mental health professional who can discuss medical, psychological or other serious problems with students and parents on a confidential basis with assurance that nothing about the discussion becomes part of the student's educational records. The social worker provides names of counseling professionals who have helped Franklin students and provide families with information about free or low-cost medical services, screening for substances, and psychological assessment available in the New Orleans area. The social worker also oversees the Peer Assistance Program, a student-led series of weekly group meetings that help students who want assistance. In addition, the social worker tracks student attendance problems and follows up on those problems. Working closely with the counselors, the social worker is a member of the Student Assistance Team and reports directly to the Principal/CEO.

Nurse

The nurse maintains all student health records and monitors the health situations of students with disabilities and 504s. The nurse is a member of IEP meetings when necessary and writes health plans to service student needs. The nurse is also directly responsible for services to students who require aids or nurses. A member of the Student Assistance Team, the nurse reports directly to the Principal/CEO.

504 Coordinator

The 504 Coordinator, working directly with and reporting to the Director of Admissions and Special Education, writes and maintains all student 504 records. This coordinator will also teach classes.

Admissions Coordinator

The Admissions Coordinator, working directly with and reporting to the Director of Admissions and Special Education, maintains all admissions records and data base. This coordinator, also a teacher of some classes, meets and greets applicants.

Business Manager

The Business Manager creates management systems for all funding sources, prepares financial reports, and oversees all financial matters as required by law. In addition, the business manager will monitor all activities including money collection, identification of vendors, and contracting services. This manager will process daily financial transactions, receive and record all monies, prepare deposits, process orders and manage supplies, equipment and fixed assets at his or her school site. The business manager will be responsible for pay roll. The Business Manager reports directly to the Principal/CEO.

Parent Liaison

The Parent Liaison serves as a direct link to parents, working in the front office or outside of the school building to respond to parent needs and questions. The Liaison coordinates all volunteer activities and recruits parents to become part of the school community. The Liaison reports directly to the Principal/CEO.

Administrative Secretary

The Administrative Secretary is the secretary of the Principal/CEO and supervises the three assistant secretaries at the school site. The Secretary is responsible for managing the school office and providing administrative support to the Principal/CEO. The Administrative Secretary reports directly to the Principal/CEO.

Assistant Secretary (Front Office)

The Assistant Secretary (Front Office) will assist in the management of the front office. This secretary is under the management of the Administrative Secretary.

Assistant Secretary (Admissions)

The Assistant Secretary (Admissions) will assist in the management of the admissions office. This secretary is under the management of the Administrative Secretary.

Assistant Secretary (Counselors/Library)

The Assistant Secretary (Counselors/Library) will assist part time in the management of the counseling office and the library. This secretary is under the management of the Administrative Secretary.

Maintenance Staff

Under the direction of the Assistant Principal, the maintenance staff maintains the facilities, including cleaning and repairs. Working with the building manager as the liaison, the maintenance staff works to provide an appropriate, safe, clean environment for students.

Hiring of employees with criminal offenses**Policy for Criminal Offenses**

AAEE, Inc. will ensure the implementation of the BESE Policy for Charter Schools Relative to Criminal Offenses.

No person who has been convicted of a crime or who has pleaded nolo contendere to a crime listed in R.S. 15:587.1© shall be hired by Advocates for Arts-Based Education for a position of supervisory or disciplinary authority over school children.

No person who has been convicted of or who has pleaded nolo contendere to a crime related to misappropriation of funds or theft shall be hired by Advocates for Arts-Based Education.

Advocates for Arts-Based Education shall adhere to all policies and procedures mandated by the State Board concerning criminal history review for public school employees. The criminal history review through the Louisiana Department of Public Safety and Corrections, Office of State Police, Bureau of Criminal Identification, shall be administered. The history shall include a fingerprint check and background check.

Advocates for Arts-Based Education shall be responsible for all costs associated with the criminal history review, unless responsibility is assigned to those persons undergoing the criminal history review.

Employee Benefits

Specific benefits will be developed in conjunction with UNO, the Board of Directors, and the Principal/CEO after the acceptance of the charter proposal. Employee benefits will be comparable to or exceed those offered to Orleans School Board employees.

All Benjamin Franklin High School employees will be able to participate in the following benefits programs:

- Long/short term disability
- Medical, dental, and vision insurance
- Term life insurance
- Retirement
- Social security
- State and Federal Unemployment Insurance
- Worker's Compensation Insurance
- Medicare

Benjamin Franklin High School will be an independent public school. Therefore, charter school teachers will no longer be employees of Orleans Parish School Board but will participate in retirement through the School Board. There may be some changes in the benefits program. Benjamin Franklin High School will not grandfather in sick leave; however, provisions will be made for health insurance including long and short term disability. Employees will be able to earn new sick leave as they begin work at the charter school.

Individuals who were employed by the local school system, and who are on a leave of absence, may continue their participation in the Teacher Retirement System of Louisiana. Newly hired teachers will be in the Teacher Retirement System.

Collective Bargaining

Benjamin Franklin High School will not be participating in the United Teachers of New Orleans collective bargaining agreement with the New Orleans Public Schools.

Salary Ranges

Benjamin Franklin High School will follow the salary ranges established by Orleans Parish School Board with approximately a 4% increase. Benjamin Franklin High School's salary arrangements are based on information about salary paid by similarly situated Type III Charters approved by OPSB for similar services, although Benjamin Franklin High School will be the first chartered high school. Any other adjustments to the salaries will remain within the range paid by New Orleans Public Schools.

PERSONNEL**BENJAMIN FRANKLIN HIGH SCHOOL**

Position Title	Benjamin Franklin High School Salary Range	OPSB Salary Range
Principal/CEO	\$75,000.00 - 135,000.00	\$75,000-135,000.00
Assistant Principal	\$60,000.00-65,000.00	\$45,000.00-60,000.00
Administrative Assistants	\$52,000.00-62,000.00	\$45,000.00-50,000.00
Technology & Student Affairs Coordinators and Building Manager	\$45,000.00-58,000.00	\$45,000.00-58,000.00
Teachers/Librarian	\$31,000.00-52,000.00	\$29,000.00-47,000.00
Counselors/Social Worker/Nurse/Athletic Director	\$31,000.00-52,000.00	\$29,000.00-47,000.00
Business Manager	\$31,000.00-48,000.00	\$29,000.00-47,000.00
Administrative Secretary	\$20,000.00-30,000.00	\$14,000.00-28,000.00
Assistant Secretary	\$15,000.00-25,000.00	\$12,000.00-16,000.00
Parent Liaison	\$20,000.00-25,000.00	
Department Chairs	\$1,000.00 above salary	\$500.00 above salary

ATTACHMENT 48

48. Provide a roster of instructional staff for the school for each year of the charter that you are seeking. The roster should indicate and identify classroom teachers, and any teaching aides or assistants, as well as any specialty teachers. In addition, the roster should identify the number of instructional personnel in each classroom, e.g., one teacher, one teaching assistant, one paraprofessional for each class.

Staffing Projections

Staffing for the first five years of Benjamin Franklin High School is outlined below. These projections are estimates and may change once the school is in operation.

Positions	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Principal/CEO	1	1	1	1	1
Asst. Principal	1	1	1	1	1
Administrative Assistants	3	3	3	3	3
Coordinators	4	4	4	4	4
Business Manager	1	1	1	1	1
Administrative Secretary	1	1	1	1	1
Assistant Secretaries	3	3	3	3	3
Guidance Counselors	2	2	2	2	2
Social Worker	1	1	1	1	1
Building Manager	1	1	1	1	1
Bldg. Engineer	1	1	1	1	1
Substitutes	5	5	5	5	5
Speech Therapist	1	1	1	1	1
Teachers	65	65	65	65	65
Athletic Director	1	1	1	1	1
Parent Liaison	1	1	1	1	1
Nurse	1	1	1	1	1
Security Counselor	1	1	1	1	1

ATTACHMENT 49(A)**49. (a) Describe the professional development opportunities that will be offered to teachers and other instructional staff.**

Benjamin Franklin High School has a history of providing excellent professional development to its teachers and staff. The school community ascribes to the belief that on-going professional development is the key to maintaining a faculty that uses current research and best practices to impact student achievement.

Professional development opportunities for faculty and staff at Benjamin Franklin High School will occur throughout the year. Teachers will attend in-services, workshops and conferences and will take advantage of any professional development opportunities offered by the district and the state. On a national level many teachers participate in Advanced Placement Workshops, testing workshops, or other national opportunities, many of which are funded by the Alumni Association.

The Administrative Assistant for Curriculum and Professional Development will serve as a clearinghouse for professional development opportunities outside of the school. As a resource person in the school, this assistant will deliver, arrange for, and organize professional development opportunities at the school site. Self-reflective assessments, modeled on the SACS process (See Miscellaneous), will serve as guides for professional development opportunities within the school community.

ATTACHMENT 49(B)**49. (b) Explain the method(s) that will be used to evaluate teachers and other instructional staff.**

49(b) At the beginning of each year teachers and other instructional staff will sign a job description and set personal professional goals for the upcoming year. They will also acknowledge an understanding of the evaluation process.

Each teacher will participate in semester performance reviews. Each instructional staff member will participate in annual performance reviews. The written performance review and an accompanying interview with the Principal/CEO and the site assistant principal will primarily serve as part of an on-going process of personnel development. Performance reviews will serve as candid times to discuss each employee's performance, expectations, and job responsibilities.

Faculty Performance Reviews

Benjamin Franklin High School teachers will participate in two different types of faculty performance reviews: the state teacher assessment program and Benjamin Franklin High School semester faculty performance reviews.

Teachers required to participate in the state teacher assessment program in order to receive or maintain full state certification will take part in both programs. Benjamin Franklin High School personnel will be trained to be assessors for this program.

All teachers will participate in semester performance reviews. Benjamin Franklin High School semester faculty performance reviews will be informed by the following:

- **Professional Portfolios:** Professional portfolios will include the following:
 1. Plans. Teachers will be required to submit yearly plans at the beginning of each school year. In addition, teachers will be required to submit two week lesson plans at the beginning of each week. Plans will include curriculum plans for the week as well as differentiation for individual learning needs, and alignment with state benchmarks. Student assignments should be included in two week-plans.
 2. Advanced organizers
 3. Study guides
 4. Tests and quizzes
 5. Communications with parents
 6. State and national test preparation materials
 7. Accommodations for students
 8. Samples of student work

- Formal Observations: All instructional personnel will be observed by the Principal/CEO and/or the site assistant principal once a semester. Teachers will be given clear expectations before the observation. Feedback will be given to teachers at performance reviews.
- Informal Observations: The Principal/CEO and/or site assistant principal may make informal observations at anytime. In addition, curriculum development staff personnel may also observe at any time. Feedback will be given to teachers at performance reviews.
- Self-Assessment: Each teacher will assess his/her own performance in curriculum development, instruction, and each of the criteria listed below under Overall Job Performance. Self-Assessment shall also include setting of goal for the upcoming semester.
- Overall Job Performance: Faculty will also be evaluated by the Principal/CEO and any other designated employees concerning their performance in the following area:

Job effectiveness: ability to meet goals in job description
Flexibility in assisting with other areas as needed
Contribution to helping the school fulfill its mission
Relationships with parents
Working relationships with other staff
Contribution toward creating a healthy professional community
Attendance
Personal conduct and appearance

Other Instructional Staff Performance Reviews

Staff performance reviews will usually be conducted internally by the Principal/CEO. However, when a staff member is required to participate in any state assessment and evaluation program in order to obtain or maintain any professional license or credential, the staff member may participate in such a program in lieu of the internal performance review.

Staff annual performance reviews will be informed by a self-evaluation and written evaluations from the Principal/CEO, the staff's immediate supervisor, and any other designated employees concerning staff members' performance in the evaluation areas.

ATTACHMENT 50.

Detail a start-up budget for the charter school, including the planned timetable, assumptions for revenue and expenditures, and documentation of start-up revenue. For any funds in the school budget that are provided by an outside source, please provide a letter of commitment detailing the amount and uses for the funding.

The attached start-up budget for Benjamin Franklin High School details the anticipated revenue and expenses for Benjamin Franklin High school for start-up and planning from November, 2005, to January, 2006. AAEE, Inc. is seeking a start-up loan of \$200,000.00 from the La. Charter Schools Start-up Fund for start-up costs and planning and will use an additional \$100,000 from fundraising activities led by a committee established by the parent board.

We anticipate our one time start-up capital and planning needs at approximately \$400,000.00. These funds are needed for administrative personnel and staff to accomplish the following:

- Assess needs after disaster, including textbooks and other materials, including computers, library books, etc.;
- Work to admit students and to register them;
- Plan and arrange student schedules based on previous course work;
- Complete transcript work and recommendations for seniors;
- Restore student files and databases; and
- Accomplish all the work usually done over the summer to prepare for the start of school.

These efforts will be supported by the Parent Board and volunteers from the Parent Association and the Alumni Association.

See attached start-up budget.

ATTACHMENT 51

51. Provide a detailed budget for the first-year of operation of the proposed charter school. This budget must include:

- 1) A narrative of the assumptions and information used to estimate both revenue and expenditures, and**
- 2) A cash flow projection on a monthly basis with related assumptions.**

Benjamin Franklin High School budget was formulated based on the MFP of \$6509 per pupil for 2005-2006, as well as other funds itemized in the revenue section. The student enrollment count for the first full year of operation assumes that the school will continue to serve at least 800 students, although this year's count was higher.

Because Benjamin Franklin High School is a Type 3 charter, most expenses were calculated from the past budgetary history of the school, vendor estimates, and estimates and calculations of other Type 3 charter schools in the New Orleans area.

All employee salaries and benefits are based on the existing pay scale of New Orleans Public Schools and include a 5% pay increase for following years.

ATTACHMENT 52

52. Provide a budget plan for the next four years of operation of the proposed charter school, including the assumptions for the changes to expenditure and revenue amounts during this period.

AAEE, Inc. has prepared a budget and assumptions for the first three years of the charter. Years four and five will be the same as year three with revisions made if necessary.

See attached budget

ATTACHMENT 53

53. Provide supporting evidence that the start-up budget plan, the first-year budget, and the five-year budget plan are sound.

Benjamin Franklin High School budget is based on historicals from our facilities and the budgets of other Type 3 charters approved by the Orleans Parish School Board with similar financial resources and similar services.

ATTACHMENT 54**54. Detail how the charter school will comply with the requirement for the performance of fiscal audits.**

AAEE, Inc. will hire an independent accounting firm to perform quarterly and annual audits of this budget. Quarterly reports will be made available. AAEE, Inc. will also ensure that a certified public accountant will monitor and assess how monies are being spent and will assist in decision making regarding budgetary concerns.

The financial plan of Benjamin Franklin High School is designed to ensure that accurate and efficient reporting is made to the Board of Directors and that it complies with the guidelines outlined in the Louisiana Accounting and Uniform Governmental Handbook related to account classifications and budget codes necessary to complete the Louisiana Department of Education's annual Financial Report.

Budget Formulation

Advocates for Excellence in Education, Inc. will employ the following procedures in establishing the school's annual operating budget:

1. The Principal/CEO and the Leadership Team, with the assistance of the Business Manager, prepares the school's annual operating budget which is based on the expected Minimum Foundation program revenue and other projected revenues for student expenditures.
2. The Principal/CEO presents the budget to the Board for review and revision.
3. The Board of Directors adopts the operating budget by May 1 of each year.

Budget Revision

The Principal/CEO will have the authority to reallocate budgeted items within line items, but he/she may not increase the total amount authorized. If estimated revenues, expenditures, or beginning funds balance vary five (5%) percent or more from the original budget amount, the President/CEO informs the Board of the variance. The Board of Directors will then have the authority to amend the budget and will seek to generate additional revenue for the school if needed.

Payroll

AAEE, Inc. will have payroll time sheets generated at the school site and given to the University of New Orleans Payroll Department to issue bi-weekly checks and to handle all federal and state payroll tax liability payments. Benefit payments (retirement, etc.) are made directly from UNO for those employees. Those employees who are on leave from Orleans Parish Schools will have their retirement benefits sent by UNO and AAEE, Inc. to the Orleans Parish Schools in order to comply with the requirements of Teachers Retirement System of Louisiana.

General Accounting Procedures

AAEE, Inc. plans to utilize an accounting software program which provides the following functions: general ledger, bank reconciliation, fixed asset management, accounts receivable, budgeting, invoicing, and accounts payable.

Student Activity Fund Procedures

The accounting software will be used to keep accurate records of the collection and disbursement of student activity funds. The process for accounting for these funds follows:

1. The business manager will be responsible for all money collections and bank deposits.
2. Deposits will be made on a timely basis.
3. Funds will be deposited into an interest-bearing account.
4. All expenses will be paid, using check requests with appropriate documentation; e.g., invoices, receipts, etc.
5. All check requests will have the signature of the business manager, and, if in excess of \$500.00, the Principal/CEO.
6. All checks will have the signatures of the business manager and the Principal/CEO.
7. All expenses, whether incurred by an administrator, teacher or parent, must be turned in within 30 days of the expense.
8. A monthly financial report, including check reconciliation, will be provided to the Board of Directors. Bank statements will be made available for Board review at each meeting.

Purchasing Procedures

AAEE, Inc. will follow the guidelines below for the purchase of supplies, equipment, and services in the school:

1. All acquisition of supplies and services will be under the authority of the Principal/CEO based upon established limits.
2. Prior approval by Principal/CEO will be required for any expenditure exceeding \$5,000.00.
3. All ordering of supplies and equipment will be done by purchase order.
4. Purchase orders must be signed by the person placing the order and by the Principal/CEO before they can be processed.
5. Each purchase order must include the account number to be charged.
6. The method of purchase, whether by telephone, facsimile, internet or mail, will be indicated on the purchase order.
7. The business manager will retain one copy of the purchase order. A copy is to be given to the person placing the order.
8. All purchases will be made within budgetary allowances.
9. When the vendor's invoice arrives at the school, the bookkeeper will attach a copy of the purchase and send both to the person who placed the order.

10. After determining that the merchandise has been received as ordered and is in good condition, the person who placed the order will sign the payment receipt and return both to business manager for payment.
11. At the end of each month all expenditures will be reviewed for compliance.
12. AAEE, Inc. will purchase supplies, equipment and contractual services needed for its operations in a competitive manner, obtaining the maximum educational value for every dollar expended.

Governmental Reporting

Advocates for Education Excellence in Education, Inc. will Provide Annual Financial Reports in Accordance with established guidelines. These reports will be prepared by the Business Manager in consultation with the Principal/CEO.

ATTACHMENT 55

55. Describe the insurance coverage to be carried by the charter school, including the name of the insured and amounts of insurance for comprehensive general liability, workmen's compensation, comprehensive automobile liability, property liability, and errors and omissions liability.

<u>Type of Insurance</u>	<u>Amount</u>
Worker's Compensation	\$500,000 Each Accident
Bodily Injury by Accident	\$500,000 Policy Limit
Bodily Injury by Disease	\$500,000 Each Employee
General Liability	\$3,000,000 Aggregate
	\$1,000,000 Each Occurrence
	\$ 500,000 Fire Legal Liability
	\$5,000 Medical Expense
Commercial Automobile Liability	\$1,000,000 Each Accident
Property Insurance	\$135,000 Contents
Educator's Professional Liability	\$2,000,000 Each Occurrence
	\$2,000,000 Annual Aggregate
Umbrella	\$1,000,000 Each Occurrence
	\$1,000,000 Aggregate
Errors and Omissions Liability	\$1,000,000 Each Occurrence
Boiler and Machinery	\$2,000,000 Aggregate

ATTACHMENT 56

56. Indicate where the charter school would be located, including complete street address (if known at time of application), municipality and school district.

56. Benjamin Franklin High School will be located within the jurisdictional boundaries of the City of New Orleans and the New Orleans Public School District in Orleans Parish. The school will occupy the facilities at 2001 Leon C. Simon, New Orleans, Louisiana 70122.

ATTACHMENT 57

57. (a) If you have already identified a charter school facility, describe the facility, including whether it is new construction, part of an existing public or private school building, or a conversion in use. Describe how the facility is currently used or how it was used in the past. Explain why the site will be a suitable facility for the proposed charter school. Identify any and all organizations or individuals that will be using the facility in addition to the proposed charter school.

57. As this is a proposed Type III conversion charter, Benjamin Franklin High School will occupy the site at 2001 Leon C. Simon, New Orleans, Louisiana. The Facility Planning Department of New Orleans Public Schools has all document relating to size and plans. The school building is composed of mainly concrete and steel with an open courtyard between buildings. The only building separate from the main building is the gymnasium that houses locker rooms, classrooms, weight rooms, bathrooms, athletic offices, snack room as well as the gym.

Repairs to the building and replacement of equipment and instructional materials due to Hurricane Katrina is the responsibility of the New Orleans Public Schools district funded by flood insurance and FEMA in time for the January 2006 opening.

The proposed facilities require no renovations for code compliance. The school site meets all code requirements.

ATTACHMENT 58

58. If you have not identified a charter school facility, describe plans for doing so. The applicant must notify the BESE Charter School Office within ten days of securing a facility, including in that notice all of the information requested above in #56, #57(a), #57(b), and #57(c).

58. Benjamin Franklin High School has already identified an appropriate facility as described in Attachment 56.

Attachment 59**59. Provide arrangements that will be made regarding the providing for the safety and security of the school location.**

59. Benjamin Franklin High School may negotiate with the New Orleans Public Schools District to make available those security services, including but not limited to personnel and/or monitoring systems, that it makes available to any or all other comparable schools within its jurisdiction.

Attachment 60

60. If the charter school or its applicants or partners would own or lease its facility, provide a description of the ownership or lease arrangement of the facility, including indicating specifically any potential conflicts-of-interest and arrangements by which such conflicts will be managed or avoided, taking into consideration the Louisiana Code of Governmental Ethics, including its prohibition against “related party transactions.”

60. Because Benjamin Franklin High School will be part of the New Orleans Public School District, no lease costs are anticipated in occupying facilities at 2001 Leon C. Simon site. The building is currently owned by the school district. The land on which it is built is owned by UNO and leased by the school district. Benjamin Franklin High School will be responsible for the upkeep and maintenance of the site, and the school will take steps to beautify and improve the site. Major repairs and renovations will be covered in the current and future long-range facilities planning for the school district.

ATTACHMENT 61

61. Please indicate whether the charter school you propose would:

- have the same or substantially the same board of directors and/or officers as an existing private school;
- draw from an existing private school a substantial portion of the employees of the charter school;
- would receive from an existing private school a substantial portion of such private school's assets or property; or
- would be located at the same site as an existing private school.

61. Benjamin Franklin High School will have no affiliation with any existing private school.

ATTACHMENT 62

62. Please provide, if you wish, any other information that you think would be helpful to BESE in their evaluation of your application.

62. This attachment contains the school's report from SACS accreditation

One of the most important assets of Ben Franklin High School is the willingness of the administration and faculty to examine school methodologies with an honest and critical eye and to work together with parents and students to solve problems and make necessary adjustments to our educational program.

An examination of what took place during our last SACS accreditation cycle illustrates how this willingness empowers all members of our school community to participate in the process of improving Benjamin Franklin High School. Through surveys, interviews, and the examination of available test data, a combined team of teachers, administrators, students and parents developed a detailed inventory of the school's strengths and weaknesses as a learning institution (Attachment A) and three improvement goals: (1) to promote ethical behavior among our students through values-based instruction; (2) to maximize assistance to at-risk and/or under-achieving students at Franklin; and (3) to become as a school community more technologically adept, more flexible and knowledgeable about research options, and better able to "think out of the box" when it comes to using resources. Faculty, students and parents then worked together to address these three needs from 2001 to 2005 (2005/06 was to have been our next evaluation year). We updated the honor code, increased tutoring opportunities, provided incoming students with an improved support net, and involved underachievers more actively in classroom activities. The Saturday morning tutoring program funded by the Parents Association continues to provide assistance to at-risk students on a regular and consistent basis, and the SAT team has increased the number of all-teacher meetings with parents and struggling students. Franklin's traditional one-a-day testing schedule has been replaced with a more flexible schedule which allows teachers to test on completion of a unit; this change also promotes the use of non-traditional assessment opportunities (particularly beneficial for students with different learning styles) and enables teachers to adjust testing timelines to meet student needs.

The most measurable success has been in increasing and diversifying student and faculty implementation of technological resources. Through a grant, the Teaching Academy purchased mobile multi-media carts to be used both at Franklin and at outreach sites in the New Orleans school community. The Technology Team met and exceeded its goal to put a computer in every classroom and established a second computer lab on the second floor. The school has installed a state of the art foreign language learning lab. Training opportunities offered to faculty and staff members have included lessons in webpage design, web-quests the use of digital cameras and multi-media carts, and more sophisticated implementation of software such as MS Word. More Franklin teachers are establishing web pages and implementing computer-assisted instruction seamlessly into their classes. Even teachers who in the past were resistant to the use of technology as an educational tool have developed increased comfort levels with computer-assisted instruction.

Of course there is still much work to do. As we arrive at our next school evaluation period, we are revisiting these and other issues and raising our expectations. Franklin High School is not perfect; there is still much room for improvement. Although service organizations throughout the school have coordinated outstanding community projects, there are still too many Franklin students who do not participate actively in these projects; we need to continue to encourage our students to develop sensitivity to and compassion for the needs of others, particularly in post-Katrina New Orleans. Our teachers and students still need to become more comfortable with alternative instructional methods, in order to enable *all* of our students to achieve to the very best of their ability. Examples of future projects in the works include fine-tuning of the summer reading program to promote recreational reading among our reluctant readers; designing and

implementing off-campus science internships and opportunities for real-world foreign language interaction; corresponding more frequently with on-line learning communities; using computers more effectively for classroom instruction; increasing the presence of Teaching Academy interns at community schools; and developing instructional methods that will help increase standardized test scores and AP scores among various ethnic groups within our school community.

As a charter school working in partnership with both UNO and the public school system in New Orleans, Benjamin Franklin High School will continue to problem-solve and make needed adjustments to our curriculum in order to sustain its reputation as an innovative and successful learning institution.

Ben Franklin Proposed Budget							
500, 600 & 800 Students							
DESCRIPTION		Year 1 1/1/06 - 6/1/06	Year 2 FY 2006-2007	Year 3 FY 2007-2008	Notes		
REVENUES							
UNO In Kind/Cash Support		\$ 150,000	\$ 150,000	\$ 150,000			
Donations		\$ 250,000	\$ 250,000	\$ 250,000	Assumes parent or aumni contributions of \$250K per year.		
State Funds		\$ 762,750	\$ 1,922,130	\$ 2,562,840	Assumes \$4,800 a year from state (MFP + other)		
Local Funds		\$ 701,775	\$ 1,768,473	\$ 2,357,964			
Special Ed Funds		\$ 158,446	\$ 399,284	\$ 558,997	2/3 of spec ed fac w/8, 12, 16 faculty		
Other Revenues (Federal, Grants, etc.)		\$ 300,354	\$ 438,323	\$ 194,851	Federal Charter School funds @\$2000 per student and other grants		
TOTAL REVENUES		\$ 2,323,325	\$ 4,928,210	\$ 6,074,652			
EXPENDITURES					5% escalation on all salaries, years 2 & 3		
Administrative Expenses							
Principal		\$ 38,000	\$ 79,800	\$ 83,790	\$76,000/yr		
Administrative Staff		\$ 189,000	\$ 198,450	\$ 208,373	Year 1 - 1 asst prin, 4 profs,1 admin sec,3 asst sec, 1 bus mgr, 1 prt lias.		
Benefits		\$ 317,475	\$ 721,350	\$ 964,136	25% of salary		
Social Worker		\$ 25,000	\$ 50,000	\$ 50,000			
Counselors		\$ 50,000	\$ 157,500	\$ 165,375	Year 1 = 2. Year 2 & 3 = 3		
Staff Development		\$ 10,000	\$ 20,000	\$ 22,000			
Faculty		\$ 781,250	\$ 1,968,750	\$ 2,756,250	Student/teacher = 16/1 (31.25 teachers). Ave sal = \$50K		
Total Administrative		\$ 1,410,725	\$ 3,195,850	\$ 4,249,924			
Supplies and Equipment							
Instructional Materials		\$ 150,000	\$ 240,000	\$ 240,000	Assumption		
Office Supplies		\$ 4,100	\$ 8,610	\$ 9,041	Assumption		
Postage/Printing/Copying		\$ 8,500	\$ 10,000	\$ 10,000	Assumption		
Phone System		\$ 10,000	\$ 10,000	\$ 10,000	Assumption		
Total Supplies & Equipment		\$ 172,600	\$ 268,610	\$ 269,041			
Facility							
Capital Expenditures		\$ 100,000	\$ 200,000	\$ 210,000	Assumption		
Cleaning & Maintenance		\$ 125,000	\$ 262,500	\$ 275,625	\$1.00 per square foot		
Renovations & Repairs		\$ 75,000	\$ 93,750	\$ 117,188	Assumption		

Ben Franklin Proposed Budget 500, 600 & 800 Students								
DESCRIPTION			Year 1 1/1/06 - 6/1/06	Year 2 FY 2006-2007	Year 3 FY 2007-2008	Notes		
Utilities			\$ 250,000	\$ 525,000	\$ 551,250	\$2.00 per square foot		
Insurance			\$ 65,000	\$ 130,000	\$ 136,500	Assumption		
Security			\$ 25,000	\$ 52,500	\$ 55,125	2 security personnel		
Total Facility			\$ 640,000	\$ 1,263,750	\$ 1,345,688			
Contractual								
Legal and Accounting			\$ 100,000	\$ 200,000	\$ 210,000	Assumption		
Total Contractual			\$ 100,000	\$ 200,000	\$ 210,000			
Reserves			\$ (0)	\$ (0)	\$ 1			
TOTAL EXPENDITURES			\$ 2,323,325	\$ 4,928,210	\$ 6,074,652			
Years 4 and 5 will parallel year 3.								

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Volume II Exhibits

Exhibit A	No Exhibit
Exhibit B	No Exhibit
Exhibit C	Learning Standards and Curriculum
Exhibit D	Articles of Incorporation, etc. (# 25)
Exhibit E	Financial Information of the Corporation (#26)
Exhibit F	Policies—Public Records Law (#41)
Exhibit G	Policies—FERPA
Exhibit H	Policies—Open Meetings Law

Exhibit A

No Exhibit

Exhibit B

No Exhibit

Exhibit C

Learning Standards and Curriculum

Although Franklin is not on block scheduling, selected courses meet for more than one class session a day (including Biology AP, Chemistry AP, and the senior Teaching Cadet program). In keeping with the belief that our students need to develop a sense of community and social responsibility and that good citizenship requires an awareness of the rights and needs of others, an increasing number of courses have a required service component, and the curriculum includes cross-curricular activities that emphasize absolute need for our students to be technologically proficient, skilled in writing and speaking, and prepared for real-world experiences.

During the forty plus years of Franklin's existence the school's AP program has expanded from a few foreign language tests into a comprehensive program encompassing virtually every subject area; there are now 19 separate college-level AP courses available at Franklin, and students test in 23 subject areas. The total number of AP tests taken by our students has risen from 66 in 1986 to 637 in 2002, as courses in European History, Psychology, Fine Arts, English Language and Composition, Calculus, Physics, Statistics and Government have been added to Franklin's curriculum. All students are invited to participate in the AP program—not only those excelling in a particular subject area; this has resulted in increasing enrollment in AP courses such as English III AP, European History (a sophomore-level AP course), and Psychology. It is notable that, despite very deliberate attempts to make the program available to all members of the student body, the number of Franklin students scoring 3 or above on AP tests has stayed consistently high (with percentages ranging from 84 to 91%). In 2001 Franklin was recognized as the overall high scorer for the Southeast Louisiana region by the Siemens-Westinghouse Corporation as one of six schools exhibiting superior performance on AP tests. The increase in AP courses and selections in the school is testified to by the fact that in 2004-2005 Franklin had 861 AP selections. In 2005-2006, it had 1650 AP selections.

Some highlighted areas of school curriculum will serve as evidence of Benjamin Franklin High School's educational program.

1. English Language Curriculum and Reading Remediation

At Franklin virtually all students read at or above grade level; reading instruction is cross-curricular and designed to develop critical thinking skills and sophistication in interpreting and responding to written materials. In all course areas, students are required to interact with a variety of advanced, multi-level texts in a thoughtful, creative way, exploring inferences and implications rather than simply decoding the materials. In particular the high proportion of Franklin's students who take AP courses receive intensive training in reading sophisticated materials and producing thoughtful, analytic written responses to those materials. Writing and reading are inseparably linked in Franklin's academic program; every major test at Franklin is required to be 50% essay.

In English classes, direct instruction in close reading is a routine part of the curriculum; both orally and through Sustained Silent Reading, teachers and students explore the language used in literary works with unmatched intensity and delight. A comprehensive four-year vocabulary development program is incorporated into the English curriculum, as are Summer Reading requirements and an average of five or six novel-length works a year.

Research and reading assignments in other classes boost the number of book-length texts studied by the average Franklin student to as many as twenty-five a year; exposure to reading materials ranging from poems and other literary materials to technical articles and research reports ensures adaptability and flexibility in pacing and assimilation skills. Perhaps most important, Franklin teachers, themselves voracious readers, serve as role models in helping their students develop an appreciation for and willingness to explore complex texts.

2. Model Curriculum Area (Science)

The science curriculum at Franklin is offered at all grade levels as honors courses. Laboratory exercises are integrated with lecture/demonstration and hands-on activities. The department makes extensive use of laboratory facilities and state-of-the-art technology. Local experts and university facilities are utilized to pursue research goals. Hands-on, interactive science courses stimulate students to learn content, of course, but also to become problem-solvers and researchers about issues that extend far beyond the science classroom.

The Biology I curriculum is presented through lecture/demonstration, lab activities, small group activities and various types of technology, discussions and readings.

Chemistry is a laboratory and research-oriented course. Each student is required to complete an independent research project that culminates in an exhibit that is entered in science competitions. A number of Franklin students have received local, state, national and/or international awards and recognition for their professional-level research projects.

Environmental Science AP is a junior level course. Investigations combine library and computer-based research methods, methods of data collection and analysis using calculators and computers, modeling trends in data, and data interpretation.

Extensive Advanced Placement courses offer activities that include participation in community science outreach programs, lunchtime tutoring, journal club presentations and field trips.

Franklin also has successful and popular extracurricular science programs. These include teams of students from all grade levels preparing and competing in Science Fair, Science Olympiad, the Junior Engineering and Technical Society (JETS) and the Louisiana Engineering Advancement Program (LEAP), Chemistry Olympiad, the Junior Science and Humanities Symposium, and Science Bowl.

Closely linked with the mathematics curriculum, the science curriculum links student learning to real-world experiences and the application of knowledge

3. Instructional Methods

Although extracurricular activities are important, the principal and faculty at Franklin believe that instructional time needs to be given the highest priority and share a commitment to the philosophical premise that all students need to be lifelong learners. Franklin students are exposed to engaging and varied pedagogy and provided with every possible opportunity to excel in both competitive and cooperative learning situations. Instructional methods emphasize higher level thinking skills, problem-solving, abstract reasoning and simulations. Student-centered classes requiring interactive reading and writing skills are high priority components of the instructional program.

Technology-based instruction has increased dramatically in the past few years, due in part to the 2001 Fund, a successful fund-raising program spearheaded by the Ben Franklin High School Parents' Association, which has enabled the Franklin Technology Team to achieve its goal of placing a computer in every classroom. There are well-equipped computers labs on both the first and second floor, in addition to computers with high-speed Internet connections available in the library. Franklin students have access to professional databases through the school's partnership with the University of New Orleans as well as through school district resources. All classrooms have at least one Internet connection, and many classrooms have four to eight connections. In addition, grant money and gifted funds have been used to establish state-of-the-art mobile multi-media labs, which enable whole-class Internet instruction.

In recent years, there has also been an increase in career-based learning programs and authentic instructional practices. Examples range from such whole-class practices as the use of magazine subscriptions in Spanish classes to provide students with real-world language interaction to the establishment of off-campus research internships for science students and semester-long internship experiences offered in the Teaching and Leadership Academy. This year Franklin held a Career Day, hosting alumni and community professionals who delivered presentations on different career options.

5. Professional Development Program

Because Franklin teachers are committed to the belief that all individuals need to become life-long learners, they participate enthusiastically in professional development activities. The staff includes AP readers, professional cadre members, and presenters at state and national conferences. Pursuit of learning experiences among faculty members extends beyond the school year, as teachers work throughout the summer to complete Council of Basic Education grants and/or enroll in NEH course programs throughout the country. The principal is supportive of requests to participate in professional conferences and keeps faculty members apprised of various opportunities via emails, memos, and the Curriculum Council, which meets once a week. Franklin's principal for 4 ½ years, she served as assistant principal for 17 ½ years and understands very well the needs and characteristics of both the faculty and the student population. Department heads assume a leadership role in curriculum planning and information reporting and also model participation in professional activities within the state and district school systems. Members of Franklin's Technology Team offer on-site training opportunities to staff members (including workshops on designing web pages, trouble-shooting hardware and software, and using digital cameras and multi-media tools); even teachers who in the past have been resistant to the use of technology have shown increasing comfort levels with computer-assisted instruction. Extensive financial support for professional development has been provided by the Parent Association and the Alumni Association. An active special education department disseminates information and provides individualized assistance to teachers working with students with special needs.

A professional development committee coordinates and integrates all professional activities in the school. The committee has developed a long-term strategic growth plan for professional development and its outcomes; this year the committee initiated a successful plan to improve PSAT, SAT and ACT scores across the school. Classroom strategies that have been implemented not only address test-taking skills but also promote curricular integration of critical thinking skills. Recently, the committee has also taken the lead in disseminating information about the process of obtaining National Board Certification.

A GUIDE TO THE GIFTED PROGRAM AT FRANKLIN

Eighty-five percent (85%) of current Franklin students have been identified as gifted and are in classes for gifted students. In other words, this is the norm at Franklin because we have such capable students. We feel that each student who enters Franklin should be tested to see if (s)he qualifies for these services, both because the smaller classes with teachers trained to teach gifted students are often more stimulating to our students and because the staffing of the gifted program allows Franklin to operate the enriched program we now offer. Franklin, follow the staffing formula outline in Bulletin 1706, receives one additional teacher for every 30 students classified as gifted—so you can see how the identification of these students affects our entire school program.

The State of Louisiana created the gifted program because it recognized that gifted students have special needs that they are entitled to have met and, therefore, to have educational programs that are appropriate. Research on providing for the needs of gifted students indicates that it is a mistake to have a one-dimensional approach. Within the gifted classroom the multi-dimensional approach includes curricular compacting, in-depth research, group and individual projects, creative projects, attention to learning styles, and higher level thinking. Close interaction with text, problem solving, and open-ended responses allow gifted students to expand their already exceptional skills.

The multidimensional approach to providing the needs of gifted students through programming focuses on offering a variety of subjects in which students can participate based on abilities, needs, and interests. Some of those options include Advanced Placement offerings, designated gifted classes, honors classes (all classes not designated gifted or AP classes are honors at Franklin), and a myriad of electives, including Talented in Art, Music, and Theatre. Qualified students may choose to take courses at local colleges or universities.

The Gifted Program and the Advanced Placement Program work as partners at Franklin. In the freshman year, for example, the gifted social studies offering is AP Human Geography.

A GUIDE TO THE ADVANCED PLACEMENT PROGRAM AT FRANKLIN

Benjamin Franklin expanded the Advanced Placement Program of the College Board in the mid-1980's to enrich, strengthen and broaden our curriculum. The program demonstrates our commitment to providing our students with a level of courses that matches their ability, academic interests and ambitions for the future.

AP courses are introductory college courses taught at high schools according to the guidelines established by the College Board in its "Course Descriptions" published annually for each subject.

These courses offer our students the opportunity both for college-level learning and for demonstrating their accomplishments. Through the AP examinations that we administer each May, students may earn college credit and/or advanced placement at the college of their choice. Over the past decade, increasing numbers of our students have taken AP courses and exams, and they have demonstrated their capacity to excel.

During the course selection process at the beginning of the second semester, each student receives the AP bulletin in homeroom. It describes the program's expectations and benefits, and how it maintains quality and integrity.

STUDENTS AND PARENTS SHOULD ALL READ THE AP BULLETIN to avoid any misunderstanding. We expect students to decide upon their course selections in the spring and to stick with their decisions.

STUDENTS EARNING A "C" OR BETTER IN AN AP COURSE WILL NOT BE ALLOWED TO SWITCH TO AN HONORS OR GIFTED LEVEL COURSE.

See Appendix 1 for Course Description Book

Exhibit F

41. Advocates for Academic Excellence in Education, Inc. shall abide by the Louisiana Public Records Law LA-R.S. 17:3996(B)(10). Reasonable fees will be assessed for copying required documents.

In Louisiana, a “public record” includes books, records, writings, letters, memos, microfilm, and photographs, including copies and other reproductions. To be “public,” the record must have been used, prepared, possessed, or retained for in connection with a function performed under authority of the Louisiana Constitution, a state law, or an ordinance, regulation, mandate, or order of a public body. [LA R.S. 44:1(A)(1)].

In Louisiana, any person may inspect, copy, reproduce, or obtain a copy of any public record [R.S. 44:32]. The purpose of the document request is immaterial; an agency or record custodian may not inquire as to the reason, except to justify a fee waiver.

Requests Made in Writing

Persons requesting public records will be asked to complete a written request to receive the information. The requestor must date and sign the request. The requestor must also be specific about what record(s) are being requested. The requestor will be notified when records are available for review at the school or when the records will be mailed. The records will be made available to the requesting party within three working days of the request unless there are extenuating circumstances justifying a greater time. However, the maximum period of time between the request and the production will be no more than seven working days. In no event will extenuating circumstances apply to a request for a single, specifically identified document.

Requests Made in Person

If the request is made in person, the school Assistant Principal will make the information immediately available for review. If the document is not immediately available, the reason will be placed in writing and the information will be made available within 72 hours. There will be no cost to review the public record.

Accommodations to Review Public Records in Person

Benjamin Franklin High School’s staff will provide a quiet place for the requestor to review the records.

Delivery of Information

Copies will be available for pick up, sent via facsimile, or mailed. The requestor will be invoiced and must pay for the copies before the copies are released. The school will not send high volume requests via facsimile.

Exceptions

While the general policy of the State of Louisiana is that all records are public records subject to inspection, there are a number of exceptions. Unless a record falls within a specific exception, it must not be produced. The exceptions are too numerous to summarize here (and many of them would not generally be applicable to charter schools). However, some of the more significant exceptions are the following:

- a. Producing the record would violate state or federal law (i.e. individual student academic records);
- b. Test questions, scoring keys, and other examination or assessment data;
- c.
- d. Real estate appraisals relating to property acquisitions until the title has passed;
- e. Medical, mental health, sociological, and scholastic achievement data on individual persons;
- f. Personnel files (Note that notwithstanding this exception, any employment contract or other information regarding amounts paid under settlement agreements must be produced);
- g. Letters of reference;
- h. Privileged information (e.g. attorney-client communications);
- i. Addresses and telephone numbers of students (such information may not be provided in, for example, a school directory unless specific authorization is obtained); and
- j. Records of sexual harassment complaints.

Finally, since there are so many exceptions to the Public Records Act, any doubt about whether production of a particular document is permissible, legal counsel will be consulted.

Cost to Produce Public Records

The following reasonable fees will be charged:

- Videotapes - \$10.00 per hour or portion thereof plus \$7.00 for cost of tape.
- Custom-made computer-generated report - \$75.00 per hour plus \$1.00 per page.
- Photocopies from an existing listing - \$0.25 per page.
- Duplicated student records (excluding transcripts) - \$0.10 per page
- Hand copies from an existing report – no charge
- Computer-generated report from an existing job - \$1.00.

Copying jobs in excess of \$50.00 will require a \$50.00 deposit. Payment for all jobs must be made upon receipt of the product with cash or a check.

EXHIBIT G

42. The Advocates for Academic Excellence in Education, Inc., policies and procedures for complying with the Family Educational Rights Privacy Act are based on the guidelines provided by the Louisiana Department of Education. The specific policies and procedures that will be implemented are outlined below:

Annual Notification

Parents will be notified annually of their rights under the Family Educational Rights Privacy Act. Written notice will be included in the school packet which parents receive at the opening of school.

“Parent” means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

In the case of divorce or separation, the school will provide access to both natural parents, custodial and non-custodial, unless there is a legally binding document that specifically removes the parent’s FERPA rights. In this case a legally binding document is a court order or other legal paper that prohibits access to educational records, or removes that parent’s right to have knowledge about his/her child’s education.

The annual notice will inform parents of the following:

- the right to inspect and review the student’s education records;
- the right to seek amendment of the student’s education records if the parent or eligible student believes the records are inaccurate, misleading, or otherwise in violation of privacy rights;
- the right to prohibit disclosure of personally identifiable information contained in the student’s education records, except to the extent the law allows disclosure with a parent’s or an eligible student’s consent;
- the right to file with the Family Policy Compliance Office a complaint regarding alleged failure by the educational agency or institution to comply with FERPA;
- the procedure for exercising the right to inspect and review education records;
- the procedure for requesting amendment of education records; and
- the criteria that the school used to determine when education records can be disclosed, without prior written consent of the parent or eligible student, to other school officials within the agency or institution who are deemed to have legitimate educational interest in the education records.

The notification will be translated for parents whose primary language is a foreign language, and who are not also fluent in English; and accommodations will be made to notify disable parents of their child’s rights.

Disclosure of Educational Records

1. Disclosure to parent – the school will utilize a checklist to ensure that it has followed proper procedure in disclosing information to parents.

Parents will receive written notice from the school regarding their request to inspect their child's education records. Parents will be given the time and space to review their child's record within 15 days (excluding Saturdays and Sundays) of their request.

2. Disclosure to other school officials with the student's school or school system - school staff will be informed in writing each year (at staff orientation) that they can only use personally identifiable information in a student's education record for those things related to "legitimate educational interests." Otherwise, personally identifiable information about a student must remain strictly confidential.

3. Disclosure to people or organizations outside the student's school or school system – the school must receive written consent from a parent prior to disclosing to third parties any personally identifiable information in an educational record.

The school must have written consent of the parent even if the third party accompanies the parent to school to view the records. Verbal consent given by the parent, even if given at or near the time the third party is to inspect the records, is not sufficient.

The requestor will receive written notice from the school regarding their request to inspect a student's education records.

The school will forward to the following third parties personally identifiable information in an education record without the prior written consent of a parent. These disclosures of personally identifiable information to:

- school officials of another school or school system where the student wants to enroll and
- school officials of another school or school system where the student is enrolled or is receiving services.

The annual notification will inform parents that it is the school's policy to forward education records to other schools or school system where the student wants to enroll, is enrolled, or is receiving services. The school will provide a copy of the records requested by the parent.

Other, less frequent situations in which the school can disclose personally identifiable information in an education record without prior written consent of the parent are available for review in the guidelines received from the Louisiana Department of Education.

4. Directory Information – at the opening of school, parents will receive a notice to withhold directory information. A student's social security number will not be included in the school directory.

5. Redisclosure – the school will disclose personally identifiable information only on the condition that it will not be redisclosed to anyone else with the prior written consent of the parent. A person or organization that improperly rediscloses that information will not receive additional information from the school.

6. Recordkeeping – educational records must be maintained for a minimum of three years, but local school districts can require their school to retain records for longer periods of time. LA R.S. 17:415.

7. Amendment of Education Records – only a parent will have the right to ask the school to amend any education record that he/she believes is inaccurate, misleading, or an invasion of privacy.

The school will notify the parent of its decision within 30 days (excluding Saturdays and Sundays) after receiving the request for an amendment. If the school decides not to amend the record as requested, the school will notify the parent of its decision in writing. The school will also inform the parent of his or her right to request a hearing on the issue.

Right to an Appeal

If a hearing is requested, the school will hold the hearing within 30 days after receiving the request for hearing. Every effort will be made to remain flexible so that the hearing can be set at a date and time that is convenient for all those involved. The school will give the parent notice of the date, time, and place that the hearing is to occur. The school will keep a copy of this notice with the student's education records. The parent will be given the notice no later than 15 days in advance of the hearing. The President/CEO will conduct the hearing. The parent will be given a fair opportunity to present evidence and will have the right, at his or her own expense, to the assistance of an attorney or other representative.

The decision on the hearing will be based solely on the evidence presented at the hearing. The decision will be in writing and will include a summary of the evidence presented and the reasons for the decision. The decision will be rendered within 48 hours after the conclusion of the hearing. The school will keep a copy of the decision with the student's education records.

After the hearing, if it is decided that the education record should not be amended as requested, the school will inform the parent of his or her right to place a statement in the education record commenting on the contested information and stating why he or she disagrees with the decision. The school will keep the parent's statement with the education record for as long as the school has the education record. The school will also disclose the statement whenever it discloses the disputed part of the education record.

EXHIBIT H

43. Advocates Academic Excellence in Education Board Members shall abide by the Louisiana Open Meetings Law [LA-R.S. 17:3996 (B) (9)].

The general policy underlying the Louisiana Open Meetings Law states that the formation of public policy in Louisiana is public business and may not be done in secret. "Meeting" is defined as "any kind of gathering, convened to discuss public business, in person, by telephone, electronically, or by other means of communication." The law does not apply to "any chance meeting or social gathering at which discussion of public business is not the central purpose."

General Rule of the Open Meetings Law

"All meetings of a quorum of three or more members of any local public body, whichever is fewer, at which any public business is discussed or at which any formal action may be taken are declared to be public meetings open to the public at all times."

Any time three or more members of the Board of Directors have a meeting at which they discuss charter school business, they may not exclude from that meeting any member of the public who wishes to sit in on it. No formal action of the Board of Directors shall be valid unless the action is taken in an open meeting that complies with Open Meetings Law.

Public Comment

The Board of Directors has to allow public comment at any meeting prior to taking any vote. Each person may comment once per meeting for a maximum of three minutes.

Notice

Notice of meetings of the Board of Directors will be posted in the school no less than 24 hours prior to the meeting. The agenda for the meeting will be available in the school offices.

Minutes

The Board of Directors will keep typed written minutes of their meetings and make those minutes available for public inspection. The minutes of each meeting will be adopted at the next regularly scheduled meeting of the Board of Directors.

Executive Session

The Board of Directors may call an executive session to discuss certain matters. In order to call the executive session the board must (1) announce the general topic that will be discussed in the executive session; and (2) vote by a 2/3 majority to resolve into executive session. The announcement of the general topic will include a specific citation to the part of the law authorizing the executive session and will be detailed as possible without compromising the purpose of the executive session.

Executive sessions are for discussion only. No formal actions will be taken in executive session. Thus, for example, the board may never vote on a motion while it is in executive session. If the board wants to adopt a motion after discussing it in executive session, it must first resolve itself out of executive session into an open meeting and then hold the vote.

Prior Subjects for Executive Sessions

It is also important to note that a charter school may not resolve itself into executive session just because it wants to discuss a matter in private. All discussions of the charter school board must occur in open session unless there is specific statutory authority for holding an executive session on a topic. The specific grounds for which the board may meet in executive session are listed LA R.S. __6.1 (A), and are as follows:

- Personnel matters (the exception occurs only when an individual employee or group of employees are discussed);
- Determining contract negotiation strategies;
- Conferences with an attorney to receive legal advice;
- Security arrangements;
- Investigative proceedings regarding allegations of misconduct;
- Cases of extraordinary emergency;
- Discussions regarding buying or selling property;
- Discussion of individual students where public discussion would adversely affect the student involved;
- Matters required to be kept confidential by state or federal law;
- Consideration of documents protected from disclosure under the Public Records Act.

Minutes of Executive Sessions

If the Board of Directors resolves itself into executive session, the minutes of the regular open meeting must state the general topic of discussion (e.g. “consultations with legal counsel,” “determining contract negotiation strategy,” etc.) The minutes of the regular open meeting should not reflect the actual discussions that occurred in the executive session.

The discussions that occur in executive sessions will be recorded in the same manner as the discussions that occur in the open meeting. The minutes of an executive session must contain the following:

- a. A citation to the specific provision of the statute that authorizes the board to meet in executive session;
- b. The contents of the discussions (this need not be verbatim; the minutes need only reflect the substance of the discussions);
- c. A signed statement from the person chairing the executive session attesting that the minutes of the executive session accurately reflect the substance of the discussions during the executive session.

If the purpose of the executive session is to discuss an individual student (for e.g., discipline, etc.) no minutes of the session need be taken.

The statute also provides an exception to the executive session minute taking procedure for consultations with attorneys. However, if the board takes advantage of this exception and does not record discussions with an attorney, the attorney must sign a statement attached to the minutes of the regular meeting that the portion of the executive session for which minutes were not kept constituted a privileged attorney-client communication. In addition, the chair of the meeting must sign a statement in the minutes affirming that the portion of the meeting that was not recorded was confined to a subject for which it is proper to hold an executive session under the statute.

The minutes of an executive session of the board are not open to the public unless the board agrees to open the minutes or is ordered to produce the minutes by a court. The board is required to keep the minutes of an executive session for at least 90 days, after which it may discard the minutes.

Sonic and Video Recording: Live Broadcast

The Board of Directors will not electronically record (video or audio tape) or broadcast live, the proceedings of its board meetings.

STARTUP BUDGET FOR BENJAMIN FRANKLIN HIGH SCHOOL							
DESCRIPTION			Nov. 2005 - Jan. 2006		NOTES		
REVENUES							
Louisiana Startup Charter School Fund			\$ 200,000				
Fundraising			\$ 100,000				
TOTAL REVENUES			\$ 300,000				
EXPENDITURES							
Salaries			\$ 126,000				
Benefits			\$ 37,800	Employees will begin insurance and other benefits through AAEE			
Instructional Materials			\$ 30,000				
Office Supplies (postage, etc.)			\$ 35,000				
Telephones, Fax, etc			\$ 10,000				
Utilities			\$ 10,000				
Maintenance and Maintenance Materials			\$ 10,000				
Printing			\$ 15,000				
Grounds			\$ 10,000				
Technology			\$ 16,200				
Total Expenditures			\$ 300,000				

APPENDIX 1 – COURSE DESCRIPTION

**BENJAMIN FRANKLIN HIGH SCHOOL
2001 LEON C. SIMON DR.
NEW ORLEANS, LA 70122**



2005-2006 REGISTRATION GUIDE for STUDENTS AND PARENTS

Benjamin Franklin High School gives young people of high intellectual promise an opportunity to reach their maximum potential as scholars and productive, creative citizens of a technology-rich global community. We emphasize problem solving, exploration, abstract reasoning and other creative activities, through an enriched program of advanced work in required courses and electives. Excellence has been and will continue to be the daily expectation of our administrators, teachers, students, and parents.

Each student has available the services of a qualified counselor who has information regarding his/her assigned students. This information enables the counselor to better assist the student regarding aspects of the educational program. Franklin's *Teachers as Advisors* program provides students with additional guidance in planning their course selections. We hope that both students and parents will make use of these services. Telephone calls should be directed to the counselors' office.

Benjamin Franklin High School
504-286-2600

Counselors' Office
Patrick Tubbins (students with last names A - L)
Janet DeGrazio (students with last names M - Z)
Javelyn Lyons, counseling clerk
504-286-2603

College Counselor
Saramae Dalferes
504-286-2600 Ext. 112

BENJAMIN FRANKLIN HIGH SCHOOL

REGISTRATION GUIDE AND COURSE DESCRIPTION BULLETIN

We hope that this guide will help you and your parents plan your school program while at Benjamin Franklin High School. At the critical decision points in your high school career, you should review your educational and career goals with your counselor and teacher advisor and thoughtfully develop a program of study that will help you achieve these goals.

Graduation requirements are designed to give you a balanced program which will help you develop the skills and understanding necessary to become a well educated person. To fill out your course of study, a wide range of electives is available. These, if wisely selected, will help you explore and develop your own interests and abilities.

ALTHOUGH YOUR PARENTS, COUNSELOR AND TEACHER ADVISOR WISH TO HELP YOU IN PLANNING YOUR HIGH SCHOOL CURRICULUM, RESPONSIBILITY FOR THIS PLANNING RESTS WITH YOU.

You should consider the following:

1. Know what the graduation requirements are. Are you meeting these in your planning?
2. What about college entrance requirements?
3. Plan ahead - not just for next year, but for your entire high school career.
4. Before selecting a course, check the course description to be sure it fits your needs, interests and abilities, and that you have completed the prerequisite course work necessary for enrollment.
5. You must have teacher approval for some courses. Check carefully. You must be especially careful to fill out proper applications if the course requires it.
6. Internships are considered courses and require teacher or administration approval.

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COURSE PROGRAMMING

The New Orleans Public Schools require twenty-three (23.5) units of credit for graduation. Franklin specifies twenty-one (21) of those units. The rest are electives. In the normal four-year high school stay, a student has the opportunity to earn twenty-eight (28) units. You must take six units each year. The seventh time slot may be a study hall.

We recommend that you plan all of your units through to graduation whenever you plan. In the chart below, the named courses comprise the 21 specified courses.

MINIMUM REQUIREMENTS FOR A BENJAMIN FRANKLIN HIGH SCHOOL DIPLOMA

DISCIPLINE	CREDITS	REQUIREMENTS
ENGLISH	4	English I, II, III, IV
MATHEMATICS	4	Algebra I & II, Geometry, Pre-Calculus
SCIENCE	4	Biology I, Chemistry I, Environmental Science, one additional credit chosen from Physics, Biology II, Chemistry II and Astronomy
SOCIAL STUDIES	4	World Geography, Civics/Free Enterprise, American History, World History
FOREIGN LANGUAGE	3	French, German, Spanish Level I and II of the same language are required. Students are encouraged to take the third year of the same language, but may fulfill the language requirement by beginning a new language.
HEALTH EDUCATION	.5	Health Education usually taken in one semester of the 9 th grade year
PHYSICAL EDUCATION	1.5	PE I (one semester), PE II (2 semesters)
ELECTIVES	3	See elective list on the next page
TOTAL CREDITS	24	

ADDITIONAL REQUIREMENTS FOR STUDENTS BEGINNING WITH THE CLASS OF 2008

Students must complete at least one of the following requirements for graduation:

1. Two AP courses; OR
2. One concurrent enrollment approved by the administration; OR
3. A senior project/internship approved by the administration

COMPREHENSIVE COURSE LIST:

Required Courses:

Grade 9:

English I - H, G

World Geography H or Human Geography AP

Algebra I - H, G or Geometry H, G

Biology I H

Foreign Language I H (French, German, or Spanish)

Health/Physical Education I

Elective

We recommend that all freshmen elect a study hall as their seventh class.

Grade 10:

English II - H, G

Civics H or AP/Free Enterprise H

Geometry H, G or Algebra II - H, G

Chemistry I H (for class of 2009 and later)

Biology I H (for class of 2008) or Chem. I H (for class of 2008 who have Bio. I credit)

Foreign Language II H

Physical Education II

Elective

A study hall may be substituted for one elective each year.

Electives:

Art I, II, III, IV

Band (Beginning, Intermediate, Advanced I and II) H

Chorus -- (Beginning, Intermediate, Advanced I and II) H

Computer Science I & II H, G

*Creative Writing H

*Discrete Math (Cryptology)

*Fine Arts Survey AP, G

Foreign Language AP

*Greek and Roman Civilization H

**Journalism I

Journalism II, Yearbook, Newspaper

Orchestra (Beginning, Intermediate, Adv I and II) H

*Physical Education III and IV

H=Honors, G=Gifted; AP=Advanced Placement Program

*Available to juniors and seniors only, **Available to juniors only

Students who choose to advance in math as freshmen are still required to take 4 years of math in high school.

AP courses available upon approval of teacher.

Senior schedules:

Grade 11:

English III - H, G, AP

U.S. History - H, AP

Algebra II - H, G or Pre-Calculus H, G

Chemistry I H (for class of 2008) or Physics H (for class of 2008 who have Chem. I credit)

Environmental Science H, AP (for class of 2009 and later)

Bio. II AP or Chem. II AP may be substituted for Env. Sci. with permission and pending availability. Physics H may be substituted for those enrolled in Pre-Cal. and who plan to take Bio. II AP or Chem. II AP in senior year (pending availability)

For. Lang. III H or For. Lang. I - Span., Fr., Germ. or Latin
2 electives

Grade 12:

English IV - H, G, AP

Civics H or AP/Free Enterprise H (for class of 2006 and 2007)

World History AP or European History AP (for class of 2008 and later)

Pre Calculus H, G or Calculus AP (AB or BC)

Science: Physics H, AP; Biology II AP; Chemistry II AP;
Astronomy H

3 additional electives

*Psychology H, AP

*Russian History H

*Sociology H

*Southern Literature H, G

Speech I and II

Stagecraft

*Statistics AP

Talented in Music, Theater, and Visual Arts I - IV (if qualified)

Teaching Academy (Intro to Teaching-10th,
*Teacher Cadet I, II)

TV Production I and II

*Twentieth Century History H, G

All seniors must be scheduled for seven periods. Alternatives are:

1. Seven credit courses
2. Six credit courses and one study hall
3. Six credit courses - one of which can be Biology II AP, Chemistry II AP or Teacher Internship
4. Five credit courses - of which can be Biology II AP, Chemistry II AP or Teacher Internship - and a study hall
5. Six credit courses and a concurrent college course
6. Five credit courses, one concurrent college course and a study hall
7. Five credit courses and two concurrent college courses
8. Four credit courses, two concurrent college courses and a study hall.
9. Four credit courses and NOCCA

Seniors taking two or more AP courses **other than Biology II AP, Chemistry II AP or Teacher Internship** will be allowed to take a second study hall.

Students opting for alternative 5, 6, 7 or 8 must fill out a request form, must know the college course name and the day and time the class meets, and must have administrative approval. The only courses considered for approval will be those not offered at Franklin. Concurrent college classes cannot be used for high school credit.

NOCCA students:

You must take at least four units at Franklin every year. You cannot take elective courses at Franklin until you complete or enroll in all required courses.

We recommend that students attend NOCCA for three years beginning with the sophomore year. Should you wish to attend NOCCA for four years -- 9-12, you must make special arrangements with your counselor to complete all requirements.

You will have room for only four courses at Franklin each year that you are at NOCCA. You will take your English, mathematics, science, and foreign language classes in those four slots during your sophomore and junior years. If you remain at NOCCA for all three years (10-12) you will miss World History and U.S. History, Physical Education I, II, Free Enterprise and Civics.

NOCCA can offer you credit in Health, Physical Education I & II, Free Enterprise and Civics. NOCCA courses do not count for computing your retention average

You may earn the other two social studies required units by (1) taking university courses; or (2) taking one of those courses in your senior year at Franklin, if space allows. You must complete at least one of deferred social studies (you may take more than one unit) before the beginning of your senior year (during the summer after your sophomore or junior year).

There is room in your senior schedule for two courses beyond the required English IV and Free Enterprise/Civics.

Students may not transfer to NOCCA after the school year has begun.

Benjamin Franklin expanded the Advanced Placement Program of the College Board in the mid-1980's to enrich, strengthen and broaden our curriculum. The program demonstrates our commitment to providing our students with a level of courses that matches their ability, academic interests and ambitions for the future.

AP courses are introductory college courses taught at high schools according to the guidelines established by the College Board in its "Course Descriptions" published annually for each subject. These courses offer our students the opportunity both for college-level learning and for demonstrating their accomplishments. Through the AP examinations that we administer each May, students may earn college credit and/or advanced placement at the college of their choice. Over the past decade, increasing numbers of our students have taken AP courses and exams, and they have demonstrated their capacity to excel.

During the Pre-registration process at the beginning of the second semester, each student receives this bulletin in homeroom. It describes the program's expectations and benefits, and how it maintains quality and integrity. STUDENTS AND PARENTS SHOULD ALL READ THIS BOOKLET to avoid any misunderstanding. We expect students to decide upon their course selections in the spring and to stick with their decisions.

STUDENTS EARNING A "C" OR BETTER IN AN AP COURSE WILL NOT BE ALLOWED TO SWITCH TO AN HONORS OR GIFTED LEVEL COURSE.

More details about the AP program are available through College Board www.collegeboard.com

RECOGNITION OF FRANKLIN'S AP STUDENTS

Please read the AP Bulletin for Students and Parents for information on AP recognition such as sophomore standing, AP Scholar Awards and the AP International Diploma for Overseas Study.

Franklin students have been extremely successful in qualifying for AP Scholar, Scholar with Honor, Scholar with Distinction, and National AP Scholar Awards. The AP program sends a certificate to notify award recipients each fall. After that, all transcripts will include the student's AP Scholar designation

ADVANCED PLACEMENT COURSES AT FRANKLIN (Please see individual course descriptions in the body of this booklet.)^{1, 2}

Biology II	English Language	French Literature	Spanish Literature
Calculus AB, BC	Environmental Science (in '07-'08)	German Language	Statistics
Chemistry II	European History	Physics C: Mechanics	United States History
English Language	Fine Arts Survey	Psychology	World History (in '07-08)
English Literature	French Language	Spanish Language	

NOTES:

- ¹ The courses and the number of sections we offer depend upon the number of students who select the course.
- ² Students need not enroll in an AP class to take the national AP exam. Anyone may opt to take the AP National Exam. Seek advice from your counselor at the beginning of the year. Such students probably need some independent study to make them aware of the material that the exams cover.
- ³ Students in the Fine Arts Survey course may take the AP exam in Art History. Those who plan to do so should consult their teacher because independent preparation is necessary for parts of the exam.

REGISTRATION PROCEDURE FOR AP COURSES

In the spring, when students elect the courses they want to take the following year they follow a special procedure to register for an AP course. Those who inform their counselor that they want to take an AP course receive a form that must be completed by the student, his or her parent/guardian, the teacher of the course leading up to the AP course (who provides a recommendation), and the teacher of the AP course the student has selected. Also considered are PSAT scores, prior grades in the general area of the subject of the AP course, and GPA, and his or her motivation to make the commitment that an AP course requires.

We strongly recommend that a student investigate thoroughly the realities of all courses he or she is considering, but this is particularly true of an AP course. In addition to talking it over with parents, counselors and current teachers, the student can gain valuable information from the teacher of the AP course under consideration and from students currently enrolled in it. Ultimately, however, the student should honestly analyze his or her own interests and priorities. If heavy reading, extra homework and numerous essays are not offset by sincere interest and enjoyment in pursuing a particular subject, then the opinions of others cannot turn an unfortunate choice into a successful experience.

ENGLISH

Description of Program

Reading and writing, listening and speaking -- Our English curriculum works on improving these skills in each course. We believe that we can best develop these skills by stimulating student creativity and imagination and by providing close teacher-student interaction.

THE DISTINCTION AMONG HONORS, GIFTED, AND AP COURSES IN ENGLISH:

All the Gifted Courses in English are enriched extensions of the Honors Courses. Gifted course activities require students to conduct independent research, produce creative projects, and engage students in independent readings and study on their own. Each quarter students will prepare an independent project that relates the subject matter to their own interests and areas of academic specialization. Class discussion and writing assignments emphasize critical analysis and close reading of most literary forms. We design the AP Courses to give students the skills and understanding they need to earn college credits through the AP National Exams.

Students who earn the designation "gifted" through the special education evaluation process should elect the "gifted" designation for their courses. All others should select those with the "honors" designation. All students recommended for AP courses may elect them. See your counselor for the necessary forms and process.

A brief description of each English course offered at Franklin follows.

ENGLISH I, HONORS and GIFTED 1 year, 1 unit

Prerequisite: None

Students in this course study a variety of genres, including the short story, novel, poem, drama, folk tale and essay. Class assignments require independent reading (at least one novel or play each quarter) and research/precise writing skills and include oral reviews and individual and group oral presentations. Students write descriptive, expository, narrative and persuasive essays (300 plus words long), develop critical thinking skills and learn peer evaluation techniques. Teachers closely monitor student progress to help develop a sense of personal responsibility for their own work and so help them to accomplish the transition to high school language arts. Students also develop vocabulary skills in preparation for higher-level language classes and standardized tests.

ENGLISH II, HONORS and GIFTED 1 year, 1 unit

Prerequisite: Completion of English I

This course is a chronological presentation of world literature. Readings range from ancient to modern and include eastern as well as western literature, with at least one novel length work each quarter. Students analyze the components of various works, examine universal themes as well as methods employed by individual authors, learn literary terminology and study world literary history. Students write both in-class and out-of-class essays, most of which are 350-plus words long, and take written tests. Students also continue developing vocabulary skills.

ENGLISH III, HONORS, GIFTED and ADVANCED PLACEMENT 1 year, 1 unit

Prerequisite: Completion of English II

The student surveys American literature, using a college-level anthology, and develops advanced composition skills and an enriched vocabulary. Students make individual and group oral presentations and read five to seven novels and plays. Emphasis is on effective writing, with particular attention to analytical themes based upon a close reading of a work. Essays are typically 450-plus words long, some written in class and some outside of class. Students learn advanced research techniques.

ENGLISH IV, HONORS, GIFTED and ADVANCED PLACEMENT 1 year, 1 unit

Prerequisite: Completion of English III

This course is a chronological survey course of British and world literature designed to promote an understanding of the relationship between literature and history and the development of the English language. Students lead class discussions and make individual and group oral presentations. Students write in-class essays with an emphasis on textual interpretation and synthesis, as well as out-of-class essays. The essays are from 450 to 500 words long. Students read seven to nine novel-length works.

SHAKESPEARE SEMINAR, GIFTED 1 year, 1 unit

Prerequisite: Junior or senior standing

Students in this course will read six to eight plays each semester. Students will study these plays for their literary and aesthetic qualities and in performance. We will view films of several of the plays and analyze the differences in the effect of reading and seeing a play. We will also study the historical background of Shakespeare and Elizabethan England. Students will make several presentations each semester, focusing on background information or on the plays themselves. They will also write several essays each semester, analyzing specific aspects of the works read as well as broader elements regarding the plays and the period in history.

GREEK LITERATURE AND MYTH, GIFTED 1 year, 1 unit

Prerequisite: Junior or senior standing

Students will learn some of the basic stories and myths from ancient and classical Greece, will analyze the works for their intrinsic value as classic works of literature and will read later (Roman to modern) uses and adaptations of Greek stories and myths. Although the specific works read could vary, the course will cover one epic, several dramatic works and some Greek poetry. We will show films of Greek drama, architecture, culture, art, etc.

We will study retelling and adaptations of these stories, possibly including works by Seneca, Ovid, Chaucer, Shakespeare, Keats, Tennyson, Sorter and Updike. We may include some modern Greek writers, such as Cavafy and Kazantzakis. Students will become sensitive to cultural diversity based upon their reading of variations in the uses of the original Greek story or myth. Students will present several class projects related to the works studied. Each student will write several essays each semester, focusing upon specific elements of the readings that interest the student.

CREATIVE WRITING, HONORS 1 year, 1 unit

Prerequisite: Junior or senior standing

The purpose of this course is to awaken each young writer to the imaginative powers within and to develop the ability in each to translate imaginative vision into engaging poems and fictions. We will introduce the young writer to the powers, the subtlety and the limitations of language, especially as they bear on the creation and revision of literary works, both through reading poems and short stories and through writing them. In addition, each writer will keep a "writer's journal," which should become the raw material of poems and stories as well as a record of the writer's progress. This journal, which the instructor will read every other week, will be an interactive journal, one in which the instructor will strive to initiate and maintain a dialogue with each writer. Another important goal is to instill in each writer a desire and an ability to discuss his or her own work -- and that of others in the class -- with precise and constructive criticism. Students will also have opportunities to read contemporary literary magazines and journals, to listen to and to question local writers who will visit the class, and to submit their best work to literary magazines and competitions. By the end of the year each writer will have in hand a folder of poems and short stories -- and a journal -- that will demonstrate significant intellectual and artistic growth and refinement.

Journalism I 1 year, 1 unit
Prerequisite: Junior or Senior standing and approval of Journalism teacher

In this entry-level journalism course, students study the principles of journalism and learn basic reporting and news writing techniques. Students also learn design skills and assist in producing the school newspaper and yearbook. During the first semester, each student will produce copy assignments, including news articles, short features, depth features, and editorials. Each student will take written tests and a semester exam. During the second semester, students will be able to choose from several curriculum options, including a writing/editing option, a photography option and a desktop publishing option. Students will earn grades based upon individualized assignments within those programs. Requirements for all members of the class will include occasional work outside class, after school, before school, or during study halls.

Journalism II 1 year, 1 unit
Prerequisite: Completion of Journalism I and approval of Journalism teacher

Students will learn layout design, sales techniques, news writing, editing and publication management through production of school publications. Students will serve as editors of *The Falcon* and *The Forum* and will earn grades based upon the performance of their editorial duties as well as upon class-work. The workload of Journalism II (both in class and out of class) is substantial, as are the responsibilities. Student editors should be willing to work before and after school and during study halls for several additional hours per month. To excel in this course, students must be production-oriented and willing to assume leadership roles.

SOUTHERN LITERATURE, GIFTED 1 year, 1 unit
Prerequisite: Completion of English II

Students study the rich and multicultural literary traditions of the American South. Typical assignments include individual and group oral presentations, ethnographic sampling, essay writing, independent reading and literary analysis (seven to nine novels and/or plays in addition to a variety of poetry, folk tales and short fiction). The course organization is loosely chronological, and the emphasis is on modern authors working in the South today. Students will attend local poetry readings, plays and lectures so that they will experience firsthand the study of literature as an authentic human activity.

FOREIGN LANGUAGE

The Department of Foreign Languages offers four years of instruction in French, German, Latin and Spanish. Latin develops the skills of listening, reading and writing. The modern languages develop the skills of listening, reading, writing and speaking. Advanced Placement courses are available in the four languages.

Students must earn three credits of foreign language while they are at Franklin. Two of those credits must be in the same language. We encourage students to spend all three years in one language and to pursue a fourth year as an elective. Some students with previous experience in a foreign language may attempt original placement in levels beyond Level I. Such students should speak to their counselors or a faculty member for their recommendation.

FRENCH I, HONORS 1 year, 1 unit

Prerequisite: None

This course is for the student who has never studied a foreign language. The course focuses on skills required for usage: listening, reading, speaking and writing. Upon successful completion of the course, the student should be able to participate in simple conversations using the present tense and the near-future construction and to understand the use of the passé composé when other speakers employ it. The student should also be able to write a paragraph of about fifty words, using the same verb tenses. With the aid of a dictionary the student should be able to read short stories written in these tenses.

Students with prior language experience may take a proficiency test to determine if their knowledge is sufficient for placement in French II.

FRENCH II, HONORS 1 year, 1 unit

Prerequisite: Completion of French I or consent of the instructor

This course begins, after a brief review of French I, with an in-depth study of the passé composé verb tense. Then the course continues its study of the French verb with the reflexive verbs, in both present and passé composé followed by the conditional, the future and the subjunctive tenses. The course includes a study of French pronouns, the uses and positions of adverbs and adjectives, and numerous complex sentences with only one dependent clause, usually introduced by well-known simple conjunctions. Teachers direct conversation to ensure correct grammatical habits.

FRENCH III, HONORS 1 year, 1 unit

Prerequisite: Completion of French II and permission of instructor

French is the language of the classroom for this upper level course. We will emphasize extended and sustained conversation with mastery of complex grammatical structures, and an acquisition of a vocabulary adequate to read some literary excerpts. Students will write compositions. Topics covered will include:

- (1) Structure of the language: review and introduction of all pertinent grammar; all tenses and moods of the verbs
- (2) Vocabulary: extensive expansion by topic (particular context such as family, holidays, shopping, etc.)
- (3) Selected readings: literary excerpts, plays, unabridged short stories, and poems
- (4) Current French films

We will emphasize the acquisition and use of new vocabulary. We administer pop quizzes regularly. Student participation in conversations, discussions and class work is essential. The student must be able to make use of the language in a meaningful context. Class activities will provide practice in the skills of listening, speaking, writing and reading so that over the year the student will:

- (1) participate in class almost entirely in French;
- (2) listen to lectures, dialogues and songs on cassettes;
- (3) demonstrate understanding of oral and written French by responding appropriately;
- (4) read a variety of selections from literary works and magazine articles;
- (5) write several compositions of about 250 words on general topics;
- (6) record brief responses in the lab to demonstrate listening skills;
- (7) watch and discuss videos and films, as appropriate and available.

FRENCH IV: LANGUAGE, ADVANCED PLACEMENT 1 year, 1 unit

Prerequisite: Completion of French III and consent of instructor or completion of French II and recommendation of instructor.

The AP French Language course, emphasizing the use of language for active communication, has the following objectives:

- A. ability to understand spoken French in various conversational situations;
- B. development of a French vocabulary sufficiently ample for reading newspaper and magazine articles, literary texts, and other non technical writings without dependence on a dictionary; and
- C. ability to express oneself in French both in speech and in writing, accurately and resourcefully and with reasonable fluency and accuracy.

The course seeks to develop language skills that are useful in themselves and that the student can apply to various activities and disciplines rather than to mastery of any specific subject matter. Extensive training in the organization and writing of compositions is an integral part of this course.

Approximate cost of books: \$75.

THE AP EXAMINATION IN FRENCH LANGUAGE

The examination is not based on any one type of subject but instead seeks to evaluate level of performance in the use of the language, both in understanding written and spoken French and in responding in correct and idiomatic French. We test listening and reading in multiple-choice format; writing and speaking in free-response format.

FRENCH IV: LITERATURE, ADVANCED PLACEMENT 1 year, 1 unit

Prerequisite: Completion of French III; consent of the instructor

The Advanced Placement course in French Literature is the equivalent of a college third-year Introduction to French Literature and introduces the student to the formal study of a representative body of literary text in French. The objectives of a school's course in AP level literature are:

- A. Proficiency in the fundamental language skills that enables the students
 1. to read with comprehension, at sight, prose and verse passages of moderate difficulty and mature content;
 2. to formulate and express critical opinions and judgments in correct oral and written French.
- B. The ability to read and analyze critically and to discuss perceptively representative works of French literature. The program is not a formal survey of literary history, but rather is an introduction to representative works of prose, poetry and drama from different periods. Students should, however, be aware of the cultural context of works read. They should also acquire the basic concepts and terminology of textual analysis. By learning to identify and interpret the various elements that enter into the confrontations of a literary text and perceive their relationships, students acquire a fuller understanding of both the art and meaning of a literary work.

The required reading list is:

Plays:	Novels:
Beaumarchais: Le Mariage de Figaro	Voltaire: Candide
Giraudoux: La juewedi Troie n'aurapaslieu	Maupassant: Pierre et Jean
Moliere: L'Ecole des femmes	Ba: Une Si Loungue Letre

Poetry: Baudelaire, La Fontaine, Apollinaire, Ronsard, Labe

Approximate cost of books: \$60.

THE AP EXAMINATION IN FRENCH LITERATURE

The examination measures the ability to understand, analyze and interpret literary texts and to write competent critical essays in French. The multiple-choice section consists of passages of prose, poetry, and drama chosen for the most part from literary works that are not on the required reading list, followed by questions on their content, structure, and style. There may also be questions requiring analysis or recall of the required readings. The free response section consists of a textual analysis and an essay, both written in French.

SPANISH I, HONORS 1 year, 1 unit

Prerequisite: None

This course is for the student who has never studied a foreign language. The course focuses on four skill areas: listening, speaking, reading, and writing, plus a general introduction to the geography and culture of the Hispanic world. We use a multi-media approach based on current textbook materials and their ancillaries. This approach employs overhead transparencies, tape activities done both in the language lab and the classroom, paired speaking activities, flash cards, magazine articles, maps, songs and music, videos, slides, and a CD-ROM to enhance the lessons presented in the textbook. By the end of the year, the student should demonstrate an understanding of everyday vocabulary by being able to participate in simple conversations, read short articles from newspapers and magazines, understand television commercials in Spanish, respond to classroom commands, and write a paragraph of at least eight lines.

Many students with previous language experience ask whether they should enroll in Spanish I or Spanish II. Students who have mastered the following structures may want to register for Spanish II: present tense of -AR, -ER, -IR verbs, possessive adjectives, conocer and saber, direct and indirect object pronouns, acabar de, progressive tense, stem-changing verbs, idioms with hacer and tener, demonstrative pronouns, decir, and some regular verbs in the preterit tense. If a student enrolls in Spanish II and determines that the course is too advanced for his language skills, he may request placement in Spanish I.

SPANISH II, HONORS 1 year, 1 unit

Prerequisite: Completion of Spanish I or consent of the instructor

This course is a continuation of Spanish I. It further develops the four basic skills of listening, speaking, reading and writing. It emphasizes expansion of structure, acquisition of vocabulary, and developing listening comprehension skills. Spanish is the language of the classroom. The student must be able to use the language in a meaningful context. Course content and activities include:

Structure: the present, preterite, imperfect and progressive tenses of the indicative; reflexive verbs; formal and familiar commands; uses of the infinitive; direct and indirect object pronouns; prepositional pronouns; demonstratives; possessives; comparisons of equality and inequality.

Vocabulary: presented by the text and handouts used.

Listening Comprehension: Students will demonstrate understanding of spoken Spanish by responding appropriately to situations posed by audio selections.

Speaking: teachers direct conversation to ensure correct grammatical habits.

Writing: short compositions on general topics.

SPANISH III, HONORS 1 year, 1 unit

Prerequisite: Completion of Spanish II or consent of the instructor

This course is a continuation of Spanish II, with emphasis on reinforcement and expansion of structure, further acquisition of vocabulary, listening comprehension. This course seeks to develop language skills that the student can apply to various activities. Student participation in class discussions, conversations and class work is essential. Spanish is the language of the classroom.

The student must be able to use the language in a meaningful context. Course content and activities include:

Structure: review and introduction of all pertinent grammar; all tenses and moods of the verbs.

Vocabulary: extensive expansion by topic.

Listening Comprehension: students will demonstrate understanding of spoken Spanish by responding appropriately to situations posed by audio selections.

Writing: students will write several essays on general topics.

Selected readings: as appropriate.

Spanish films: as appropriate and available.

SPANISH IV: LANGUAGE, ADVANCED PLACEMENT 1 year, 1 unit

Prerequisite: Successful completion of Spanish III and recommendation of instructor

The AP course in Spanish Language covers the equivalent of a third-year college course in advanced Spanish composition and conversation. It stresses oral skills, composition and grammar. This course, emphasizing the use of Spanish for active communication, has the following objectives:

1. the ability to comprehend formal and informal spoken Spanish;
2. the acquisition of vocabulary and a grasp of structure to allow the easy, accurate reading of newspaper and magazine articles, as well as of modern Hispanic literature;
3. the ability to compose expository passages;
4. the ability to express ideas orally with accuracy and fluency.

Course content might best reflect intellectual interests shared by the students and the teacher (the arts, history, current events, literature, culture, etc.). Materials include recordings, films, newspapers and magazines.

The course seeks to develop language skills that are useful in themselves and that students can apply to various activities and disciplines rather than to the mastery of any specific subject matter. Extensive training in the organization and writing of compositions is an integral part of this course.

THE AP EXAMINATION IN SPANISH LANGUAGE

The examination is not based on specific subject matter, but instead attempts to evaluate levels of performance in the use of the language both in understanding written and spoken Spanish and in writing and speaking with ease in correct and idiomatic Spanish. The examination is graded so that each skill (listening, reading, writing and speaking) has equal weight toward the final grade. Students who have learned Spanish exclusively in the classroom represent the majority of exam takers and, therefore, are the group on whom the standards are set.

SPANISH IV: LITERATURE, ADVANCED PLACEMENT 1 year, 1 unit

Prerequisite: Successful completion of Spanish III and recommendation of instructor

The Advanced Placement course in Spanish and Spanish Literature is the equivalent of a college third-year survey of Hispanic Literature, covering selected works from Spain and Spanish America. The purpose of this course is to prepare the student:

1. to understand a lecture in Spanish and to participate actively in discussions on literary topics in Spanish;
2. to do a close reading of Hispanic literary texts in all genres;
3. to analyze critically the form and content of literary works orally and in writing using appropriate terminology.

There is a reading list of required works from the Medieval Period to the 20th Century. Students will read one or more full-length works of various authors as well as some shorter works; excerpts from longer works are read in conjunction with a complete novel or play. For authors who have written in more than one genre, students read representative works in each genre.

THE AP EXAMINATIONS IN SPANISH LITERATURE

The AP exam in Spanish Literature consists of two parts. Section I contains multiple-choice questions that test aural comprehension, literary analysis and reading comprehension of passages. Section II, Part A will require the explication of a poem from an author not on the required list. Part B will consist of two more free-response essay questions that test literary interpretation and analysis, as well as skill in writing critical expository prose in Spanish. Students may not use dictionaries or other references during the examination.

GERMAN I, HONORS 1 year, 1 unit

Prerequisite: None

This introductory course presents the fundamentals for understanding, reading, writing and speaking German. We also address the cultures of the German-speaking countries. Class materials include the text and accompanying workbook and audiocassettes. Approximately every tenth lesson is conducted in the language lab. Grammatical course content includes: common greetings and farewells; days of the week and months of the year; seasons; numbers; telling time; alphabet; subject pronouns; possessive adjectives; regular, irregular, and modal auxiliary verbs; present, conversational past, and future tenses; commands; statement and question word order; Nominative, Accusative and Dative cases; masculine, feminine and neuter nouns; singular and plural forms; noun-pronoun agreements; definite-indefinite articles; adjectives; conjunctions; der/ein words; interrogatives; and regular, irregular, and modal auxiliary verbs.

GERMAN II, HONORS 1 year, 1 unit

Prerequisite: Completion of German I or the consent of the instructor

Class materials include text and accompanying audiocassettes and the Amsco second and third year workbooks. This course continues the fundamental skills begun in German I with emphasis on oral proficiency in German. Approximately every tenth lesson is in the language lab. Grammatical course content includes: a review of structures covered in German I; Accusative and Dative forms of pronouns; der/ein words; interrogatives; prepositions with Accusative and Dative exclusively; prepositions with either Accusative or Dative; subordinating and coordinating conjunctions and word order; separable and inseparable prefixes; verbs with the Dative case; reflexive verbs; verb classes — strong, weak, or irregular weak and their principal parts; the narrative past tense; adjectives and the comparison of adjectives/adverbs; the subjunctive vs. indicative mood.

GERMAN III, HONORS 1 year, 1 unit

Prerequisite: Completion of German II with a C or better

Class materials include text and accompanying audiocassettes; an anthology of German short stories; Amsco second and third year workbooks; and two radio dramas on audiocassette. Approximately every tenth lesson is in the language lab. German is the primary language of the three groups of class activities: literature, grammar and culture. Course content by group includes: literary figures and writers-Borchert, Valentin, Brecht, Morgenstern, Kafka, Boll, Frisch, Anne Frank and Goethe; grammatical topics---a review of the culminating German II skills, the passive voice, interrogative and relative pronouns, past tense auxiliaries haben/sein, comparison of adjectives and adverbs, conjunctions with dependent and independent clauses (word order), and subjunctive one vs. subjunctive two; cultural topics---a history of the German language, German geography and lifestyle, figures in German philosophy, science, literature, music and art/architecture.

GERMAN IV, ADVANCED PLACEMENT 1 year, 1 unit

Prerequisite: Completion of German III or permission of the instructor

Class materials include text and accompanying workbook and student audio cassette; two radio dramas on audio cassette; picture story sheets; and practice copies of former National German Exams Level Four and the College Board AP Exam for German. Students should also have in their possession a substantial German-English/English-German dictionary. German is the language of all communication and we use the language lab at least once weekly.

Upon completing the course, the student will be able to understand the essentials of conversation between native speakers and comprehend the main points of various media; to read expository and narrative German prose with good overall comprehension, identifying the main ideas, comprehending high-frequency expressions, drawing inferences, and appreciating figurative devices; to demonstrate thorough familiarity with all the grammatical structures necessary for written and oral communication and to produce well-organized essays demonstrating a wide vocabulary; and to communicate facts and ideas and discuss topics of current interest and personal opinions, while demonstrating a good command of grammatical forms.

Activities include a variety of media and speakers; reading for content, comprehension, and appreciation; use of the language lab; first hand experience of Germany through the GAPP program; weekly practice in writing, from simple answers to a fifty-minute essay of the

type used in the A_ examination; student participation in a wide variety of oral activities, including simulated telephone conversations, retold and original stories, prose and poetry memorization and recitation, and an annual five-minute talk.

Latin I: Honors

1 year, 1 unit

Prerequisite: None

This course utilizes the grammar in translation method of language acquisition. The grammatical topics covered in this entry level accelerated course are: declensions of nouns (1-5), conjugations of verbs (1-4) and all 6 of their tenses; adjectives and pronouns.

The course also introduces the students to the culture of ancient Rome, allowing the student to see the impact Rome has had on our world today.

MATHEMATICS

The Mathematics Department provides a comprehensive and extensive program of study for all students. The curriculum will enhance and further develop computational proficiency, problem-solving techniques, critical-thinking skills and the conceptual understanding of the language and science of mathematics in all students. In keeping with the recommendations formulated by the National Council of Teachers of Mathematics in their Standards for Secondary School Mathematics Curriculum Guide, independent research, mathematical modeling, and the use of new technological aids, such as the graphic calculator, the CBL and the computer; are paramount to the instructional program.

We require that a student successfully complete four full- year mathematics courses, at Franklin. Students may take more than the minimum four full-year courses; any course taken beyond the required four courses is an elective.

THE DISTINCTION AMONG HONORS, GIFTED, AND ADVANCED PLACEMENT PROGRAM (AP) COURSES IN MATHEMATICS:

All the Gifted courses in mathematics are enriched extensions of the Honors courses. Gifted course activities require students to conduct independent research, produce creative projects, and engage students in independent readings and study on their own. We require students to communicate mathematically, demonstrating their understanding of the systematic development of course skills, and to make generalizations about topics they have investigated using higher level analytical and problem-solving skills. We design the AP courses to give students the skills and understanding they need to earn college credits through the AP National Exams.

Students who earn the designation “gifted” through the special education evaluation process should elect the “gifted” designation for their courses. All others should select those with the “honors” designation. All students recommended for AP courses may elect them. See your counselor for the necessary forms and process.

ALGEBRA I, HONORS or GIFTED 1 year, 1 unit

Prerequisite: None

This course is an in-depth study of real numbers and their relationship to one another, including relevant algebraic notation and symbolism. It includes operations on real numbers, polynomials, equations, factoring, functions, inequalities, rational and irrational numbers, quadratic functions, and practical applications of these concepts in related disciplines. Technical reading and writing, problem-solving, and practical applications form an integral part of the course. Students use calculators to arrive at conclusions inductively and then prove those conclusions deductively.

GEOMETRY, HONORS or GIFTED 1 year, 1 unit

Prerequisite: Completion of Algebra I (or concurrent enrollment in Algebra I)

This course incorporates goals designed to develop higher order thinking skills through the study of Euclidean Geometry. Students learn the basic principles of plane, solid, and coordinate geometry while developing a logical system of deductive thought. Students develop skills for constructing and modeling figures they investigate. They also make conceptual and numerical generalizations about the properties of the figures they construct. Students are introduced to basic trigonometric principles as they relate to the right triangle and use laws of sines and cosines to solve real world problems.

ALGEBRA II, HONORS or GIFTED 1 year, 1 unit

Prerequisite: Proficiency in Algebra I and Geometry or concurrent enrollment in Geometry (with permission of department)

Students review the concepts of Algebra I, with a fuller treatment of each topic. They also study matrices, conics, probability and logarithms. Students perform multiple operations on real numbers, algebraic expressions, complex numbers, polynomials, exponential expressions and logarithmic functions. Students will graph and find zeroes of polynomial, exponential and logarithmic functions. They use different mathematical models or techniques to apply knowledge and gain a deeper understanding of mathematics. They make

connections among their mathematical courses and between mathematics and its growing applications in other fields. They express mathematical ideas through speaking, writing, demonstrating and modeling. To develop an understanding of the various approaches to solving a problem, students and teachers generate strategies and explore them. Students use calculators to assist them with lengthy computations, graphing functions through a variety of variable changes, and for other relevant purposes.

We have designed this course to provide a solid foundation of algebraic skills and concepts and to expand this algebraic knowledge into higher levels. Both the content and structure of the course are appropriate to the mathematical maturity and sophistication of the successful Algebra II student. The mathematical maturity and sophistication developed here and in earlier courses are essential for course work beyond this level.

PRE-CALCULUS, Honors and Gifted 1 year, 1 unit

Prerequisite: Completion of Algebra II or concurrent enrollment with Algebra II (with permission of department)

In this course, modeling, exploration, data analysis, abstract reasoning, problem solving, and creative inquiry are used to enhance students' understanding of the different applications of functions investigated in previous algebra courses, and to extend their study of triangular measurement queried in geometry. Specific concepts investigated include: logic, relations and functions (logarithmic, exponential, logistic, etc), analytic geometry (conics), vectors, linear programming, matrices, sequences and series, and limits. Trigonometric functions and identities, periodic functions of real variables, and techniques for measuring quantities associated with oblique and right triangles are also investigated. The graphing calculator is one of the fundamental tools utilized throughout this course.

DISCRETE MATHEMATICS (Cryptography), HONORS and GIFTED 1 year, 1 unit

Prerequisite: Completion of Pre-Calculus or concurrent enrollment with Pre-Calculus

Cryptography is a branch of applied mathematics that deals with the art of secret communication. In this proof-centered course, students will study number theory, abstract algebra, linear algebra, and probability and will apply these topics towards a variety of cryptographic algorithms. Also included is a study of the history of cryptographic techniques, from ancient Rome to modern-day RSA encryption.

COMPUTER SCIENCE I, HONORS and GIFTED 1 year, 1 unit

Prerequisite: Completion of Algebra II

This course emphasizes top-down programming techniques and methodologies important to good algorithm design. The primary programming languages of the course are C++ and Visual Basic. Topics include string processing, one-dimensional arrays, searching, sorting, and matrices. Students should expect to spend an average of five hours per week developing programs. Lab fee: \$15.00.

ADVANCED PLACEMENT STATISTICS 1 year, 1 unit

Prerequisite: Successful completion of Algebra II

This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students see the four broad conceptual themes: (1) exploring data; observing patterns and departures from patterns; (2) planning a study, deciding what and how to measure; (3) anticipating patterns in advance, producing models using probability and simulation; and (4) statistical inference, confirming models.

The course adheres to the philosophy and methods of data analysis. The fundamental tool of data analysis is the computer. That, more than simply eliminating the drudgery of hand computation and graphing, is the essential tool that makes structured inquiry possible.

ADVANCED PLACEMENT CALCULUS, AB 1 year, 1 unit

Prerequisite: Completion of Pre-Calculus

Course AB provides an excellent opportunity for the capable self-directed math student to begin college calculus. It provides the student with the advantage of a familiar and nurturing environment, more tutorial assistance and more time than is normally available at the

college level. Unlike Calculus BC, we take two semesters to cover material normally covered in one semester in college. The student has more time to master the required skills before continuing to the next unit in the instructional sequence.

ADVANCED PLACEMENT CALCULUS, BC 1 year, 1 unit

Prerequisite: Completion of Pre-Calculus

This is an intensive course in the calculus of functions of a single variable. BC puts students through two semesters of college calculus. Intuition, maturity, mathematical sophistication and the time for extensive study are all necessary for completing this course. This is one of the most demanding of all Advanced Placement courses. Most students find that they need a great deal of study time at home, and we recommend that students have a study hall.

NOTE: Students may elect to take Algebra I and Geometry or Geometry and Algebra II in one year in order to be eligible to take Calculus in their senior year. This would require the following:

Maintaining at least a B average in present mathematics courses

Approval of the present mathematics teacher

Approval of the mathematics department chair

SCIENCE

Science courses at Benjamin Franklin are offered at all levels. Four years of science are required. Courses include Environmental Science H, Biology I H, Biology II (AP), Chemistry I H, Chemistry II (AP), Physics I H, and Physics I (AP). Laboratory exercises are integrated with lecture and hands-on activities. The Science Department views nature as an integral part of the human experience. It is felt that an understanding of nature enhances one's life experience by offering awareness of how one affects the other. A respect for nature may lead to increased self-respect, and an understanding of nature and its processes may lead to increased understanding of self. This important link is viewed as a worthy goal for our students.

The department makes extensive use of laboratory facilities and state of the art technology. Local experts and university facilities are utilized to pursue research goals. A bridge is built between the sciences and math through statistical data analysis, computer applications and quantitative explanations for natural phenomena.

ENVIRONMENTAL SCIENCE, HONORS 1 year, 1 unit

Prerequisite: None

This course is designed to serve as an introduction to science and its investigation at the high school level. Class discussions and activities center on matter, energy and their transformations in natural biogeochemical systems. Students investigate the dynamic nature and interrelation of Earth systems to include plate tectonics, landform transformation, the cycling of Earth materials, specific examinations of ecological and biochemical processes, and pollution and its remediation. Concurrent with these studies, students receive a rigorous introduction to the general skills, concepts, and techniques of science and scientific investigation. Investigations embed library and computer-based research methods, methods of data collection and analysis using calculators and computers, modeling trends in data, and data interpretation. The processes and skills of science and the scientific method are practiced through laboratory experiments and observations as well as individual reports and projects. This course develops the skills necessary for the completion of an independent research project by each student in junior year.

BIOLOGY I, HONORS 1 year, 1 unit

Prerequisite: Completion of Algebra I

This is a general survey course of the discipline of biological science. It is of tremendous scope due to the nature of studying life itself from the simplest to the most complex organisms, including their molecular components and evolutionary histories over geologic time. The study of biology includes many concepts from other disciplines (most notably chemistry, physics and math) necessary to understand how living things function and interact. Additionally, there is a continual explosion of information and research in the many sub-disciplines of this field.

The goal of this course is to introduce students to this expanding branch of science by focusing on the broad concepts and central themes of biology. Areas of emphasis include the diversity of living things, the major life processes carried out by organisms, the structure and function of living organisms, the interrelationships among living organisms, man's impact on the environment, and the relationship between biotechnology and societal issues. We include a study of cell biology, genetics, evolution, systems, microbiology, a survey of the six kingdoms, human biology, and ecology.

Information is presented through lectures, small group activities and use various types of technology, discussions and readings. The processes and skills of science and the scientific method are practiced through laboratory experiments and observations as well as individual reports and projects. This course continues the development of the skills for completion of an independent research project in junior year.

CHEMISTRY I, HONORS 1 year, 1 unit

Prerequisite: Completion of Biology I, Algebra I and Geometry; concurrent enrollment in Algebra II

Chemistry is a quantitative study of matter and its structure/function relationships. This laboratory and research oriented course relies on mathematical models and relationships to explain and predict chemical behavior. The areas of study include applications of the metric system and the scientific method, formula writing, the periodic table, matter, energy, atomic structure, gases, liquids, solids, solutions, bonding, shapes of molecules, chemical reactions, chemical kinetics, chemical equilibrium, acids and bases, oxidation-reduction, electrochemistry and nuclear chemistry. We place strong emphasis upon laboratory and independent research skills. Each student is required to design and execute an independent research project culminating in a science and engineering fair project.

PHYSICS I, HONORS 1 year, 1 unit

Prerequisite: Completion of Chemistry I and Pre-Calculus or concurrent enrollment in Pre-Calculus

Physics is the study of the physical side of nature and is the basis for the study of all engineering and for many of the sciences. The course focuses predominately on mechanics but other topics include: heat, energy transmission, sound, light, electricity and magnetism. Some twenty-five experiments accompany the major areas with approximately one day out of five spent in the laboratory. The course provides a basic knowledge of physics for the college bound student. The student will develop a proficiency in the use of laboratory equipment and practices, and the ability to describe experiments and experimental results. The student will learn the relationships between laws of nature and their application to the real world.

BIOLOGY II, ADVANCED PLACEMENT 1 year, 1 unit

Requires two class periods per day

Prerequisites: Completion of Biology I and Chemistry I (or concurrent enrollment in Chemistry I) and consent of the instructor

The AP Biology course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. The course is centered on preparation of students for the College Board AP Biology Exam given in the spring. The course syllabus therefore follows the course outline recommended by the AP Biology Committee. Topics covered include: biochemistry; cell biology; energy transformations; molecular genetics; heredity; evolution; biological systems; microbiology; plant diversity and structure; animal diversity and physiology; and selected topics from ecology.

Information is presented through lecture/discussion, small group work, readings, audiovisuals and field trips. Experimental and descriptive laboratories make up approximately one third of the course work. The AP Biology course aims to provide students with the conceptual framework, factual knowledge and analytical skills necessary to deal critically with the rapidly changing science of Biology. Essential to this understanding are the following: a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns.

CHEMISTRY II, ADVANCED PLACEMENT 1 year, 1 unit

Requires two class periods per day

Prerequisites: Completion of Chemistry I, Algebra II and consent of the instructor

AP Chemistry is taught as a college freshman introductory chemistry course. The goal of this course is to expand upon the introductory concepts from Chemistry I to a level comparable to that of a first year college course in inorganic chemistry. The key topics of study include: Thermodynamics, reaction kinetics, equilibrium, acid/base chemistry, electrochemistry, reaction writing, atomic and nuclear theory, molecular bonding and structure, and introductory organic chemistry.

Laboratory experiments are integrated with classroom discussion to understand the intricate workings of the material world. Through lab work, computer presentations, discussions and reading in the primary literature students become analytical problem solvers. Further course activities include participation in community science outreach programs, lunchtime tutoring in Chemistry I, journal club presentations and field trips.

PHYSICS, ADVANCED PLACEMENT 1 year, 1 unit

Prerequisite: Completion of Chemistry I and Pre-Calculus and consent of the instructor

AP Physics C, the only AP Physics offered at Franklin, is an intensive course covering the first semester of University level physics-calculus based. The predominant topic covered is Mechanics. Students are expected to be highly proficient in mathematics through pre-calculus and concurrently enrolled in a calculus or more advanced mathematics class. Three design projects are assigned throughout the year, requiring conceptualizing and building devices to accommodate specific tasks. Laboratory work is an essential ingredient of the curriculum. Out of class readings (beyond the textbook) are required.

SOCIAL STUDIES

Social Studies courses intend to broaden student understanding of themselves, their society, and the world in which they live, through studying and analyzing man's past and present in a developmental sequence that enhances a critical and appreciative understanding of the present and prepares students to be more creative, active participants in the social dynamics of their time. All social studies courses require a research paper.

We require four years of social studies: one year each of World Geography, World History, and American History, as well as a semester each of Civics and Free Enterprise. All other courses are elective.

WORLD GEOGRAPHY, HONORS or GIFTED 1 year, 1 unit

Prerequisite: None

This course takes a thematic approach to world geography. After studying the physical geography of the world in coordination with environmental science, students study political, urban, and cultural geography. We give special emphasis to the contemporary world and significant changes since World War II. Each student will produce a term paper and an oral report, learning research and writing skills.

WORLD HISTORY, HONORS 1 year, 1 unit

Prerequisite: Sophomore, junior, or senior standing

World History is a survey course designed to present a comprehensive treatment of world history in a clear, concise, and meaningful manner, and to inform students about the origin and development of the world's major civilizations, both eastern and western. In addition to developing critical thinking skills students will make objective judgments of history and contemporary issues and provide a global perspective on the forces and movements that have made the past continuous with and relevant to the present.

World History will cover the origins of ancient civilizations to the challenges of the future; explore social, cultural, political, and military history; and study the interaction of the world's various cultures.

We will present World History within a triad model encompassing three types of activities:

1. General exploratory activities;
2. Training in research methodology and group dynamics; and
3. In-depth individual and small group investigation of real problems.

WORLD HISTORY (EUROPEAN HISTORY), ADVANCED PLACEMENT (Satisfies the World History requirement)

1 year, 1 unit

Prerequisite: Sophomore, junior, or senior standing and teacher consent

The European History AP course seeks to acquaint students who have demonstrated an extraordinary interest in the historical discipline and the rich and dynamic legacy of European civilization.

Relying to a greater extent than normal on the analysis and evaluation of primary material, the course requires the student to demonstrate understanding equivalent to that gained in an introductory university course. Emphasis is on the general narrative of European history from the Renaissance to the present. The course also examines the political and diplomatic, intellectual and cultural, and social and economic history of Europe. The course seeks to encourage the development of high cognitive skills that derive from the discipline of history. We place heavy emphasis upon the development of writing skills. The curriculum is flexible enough to undergo refinement and change as students and instructors display new interests or developing strengths, such as art or social history. Students will be prepared for the College Board Advanced Placement Exam in European History in May.

U.S. HISTORY, HONORS 1 year, 1 unit 1 year, 1 unit

Prerequisite: Junior standing

The honors course in U.S. History is a major Franklin social studies course since its content makes up a significant portion of the state mandated exit test for graduation, as well as many other standardized tests. It is a survey course of the history of the United States from the Pre-Columbian Era to the present. It stresses society's racial, ethnic, and religious diversity; the organization of the economic system around free enterprise; the American political system built upon constitutional and representative government; the essential elements of conflict and cooperation in American development; the great influence of geography on our interaction with the environment; the expression of the national destiny in social and political concerns within a religious and ethical framework; encouragement of technological and scientific innovation by American society; and the integral part that art, music, and literature play in society. A specific teacher may assign other work, such as readings, book reports, etc., depending upon his or her approach.

U.S. HISTORY, ADVANCED PLACEMENT 1 year, 1 unit

Prerequisite: Completion of World Geography and World History and teacher consent

A college-level U.S. History survey covering social, political, diplomatic and economic history from the European discovery to the present time. At least one research paper must make use of primary sources. Other long-range assignments may include book reviews and oral history transcriptions. A college-level textbook and an accompanying book of readings or source materials will be provided to each student. Students will be prepared for the College Board Advanced Placement Exam in U.S. History in May.

CIVICS, HONORS 1 semester, 1/2 unit

Prerequisite: Senior standing

This is a study of the three levels of government, the responsibilities of citizenship in an urban environment, awareness of career opportunities, and practical information on how to prepare oneself for a successful life in the world of work.

FREE ENTERPRISE 1 semester, 1/2 unit

Prerequisite: Senior standing

This course studies the function of the American market system and provides each student with a hands-on approach to the American free enterprise system and to their roles as citizens, consumers and producers through applied economics.

TWENTIETH CENTURY HISTORY: EMERGENCE OF THE CONTEMPORARY WORLD (pending enrollment) 1 year, 1 unit

Prerequisite: Senior standing, completion of World or European History and American History or concurrent enrollment

This course is an elective that covers the history of the twentieth century from World War I to the present. The goal of this course is to gain an understanding of how the contemporary modern world came to be as it is. Toward that effort, students will study such twentieth century themes as the rise of Nazism and Communism, the Cold War, and the radical social and economic changes that have occurred since World War II. The course ends with an examination of the collapse of the Soviet Union, the current situation in the world, and what the future might bring. The course goes beyond the use of history books to examine art, literature, philosophy and the cinema. Students also continue their training in the academic skills that one must master in the university setting. Most of the course is seminar style. Students analyze primary documents, debate historiographical points of view, and lead panel discussions on assigned topics. Students also complete an oral history report, a book report and a formal research paper.

GOVERNMENT, ADVANCED PLACEMENT 1 year, 1 unit

Prerequisite: Completion of World Geography, World and U.S. History and teacher consent

This course is a more in-depth study of politics than that covered in Civics. It is comparable to two semesters of college-level political science study, designed to prepare the student for the College Board Advanced Placement examinations in American Government and Comparative Politics, both of which are in May.

During the first semester, the course will cover the operation of the American democratic system and the various influences on the system. Among other topics we cover the "Constitutional underpinnings" of the system, the forms and frequency of political participation, America's political culture, transmission of political values, and the policy-making process. We discuss the influences of interest groups, PAC's and political parties and analyze the workings of the courts, particularly the Supreme Court, and the issues of civil rights and civil liberties.

During the second semester, the course will cover the governments of Great Britain, France, the former Soviet Union, China, and Mexico, India, or Nigeria — as per College Board requirements. Students will learn to think in the comparative mode as they cover topics such as political culture, socialization, recruitment to political office, structures and functions of policy-making institutions and political change.

AP Government is not a course for the faint of heart! It is fast-paced, can be confrontational, requires up-to-the-minute knowledge of U.S. and world affairs (answers to questions can change overnight), and is definitely REAL. If you do not understand all the terminology in the preceding two paragraphs, do not despair, no one who has not taken the course really understands the jargon. We aim for understanding by May.

WOMEN'S STUDIES, HONORS and GIFTED (pending enrollment) 1/2 year, 1/2 unit

Prerequisite: Junior standing

This history/humanities course redefines human history to include the feminine experience. In the process of redefinition, the student will discover the role of women concerning religious systems, psychology, sociology, government, law, careers, literature and the humanities. Students will conduct class discussions, research individual women, document historical topics, write creative journals and analytical essays, read multicultural fiction and nonfiction, and prepare multi-media presentations on some aspect of women's history.

SOCIOLOGY, HONORS 1/2 year, 1/2 unit

Prerequisite: Junior or Senior standing

This course introduces the student to the field of sociology through a general survey of major topics such as culture, social class and stratification, crime and poverty, sex role identification, group dynamics, and urbanization.

PSYCHOLOGY, HONORS 1/2 year, 1/2 unit

Prerequisite: Junior or Senior standing

This course is a study of the basic principles of psychology; an analysis of the major theories of behavior; and a study of the biological and environmental factors that enter into all psychological processes. Major topics will include personality, intelligence, tests and measurement, learning, perception, mental disorders, and therapy. We require three oral reports from professional journals.

PSYCHOLOGY ADVANCED PLACEMENT 1 year, 1 unit

Prerequisite: Junior or Senior standing and permission from the Instructor

Psychology AP is a college-level, introductory course. Students will study the major core concepts and theories of psychology. They will learn how to do research and how to apply what they have learned to their own lives, to recognize psychological principles when they encounter them. Studies include critical thinking, readings in the subject, writing and the ethical standards that are supposed to govern the work of psychologists.

Students may not receive credit in both Psychology Honors and Psychology AP

BLACK STUDIES (pending enrollment) 1/2 year, 1/2 unit

Prerequisite: None

This course addresses the humanities, history, literature, drama, philosophy, art and music from a black perspective. Its major objectives are to:

1. introduce students to black contributions to the humanities;
2. show that the concerns of American blacks exhibit the universality of the human experience at a special American viewpoint;
3. explore the uniqueness of the black experience as related to black literary and visual arts creations; and
4. to relate the contents of various concepts to contemporary life.

Students will use three different textbooks (but one will serve as the basic text) and many supplemental sources. Students will do many differentiated assignments and will produce several visual/graphic presentations as well as consult outside sources.

RUSSIAN HISTORY, HONORS (pending enrollment) 1 year, 1 unit

Prerequisite: Junior or senior standing

A study of the history and culture of Russia. It offers students an opportunity to acquaint themselves with the methodology of research and analysis of social history, historiography, the role of ideology in historical and political determinism, and the role of great men and women in history.

GREEK AND ROMAN CIVILIZATION, HONORS (pending enrollment) 1 year, 1 unit

Prerequisite: Junior or senior standing

A survey of the history of Greece and Rome from their most obscure beginnings to the dawn of the Middle Ages.

PHYSICAL EDUCATION

PHYSICAL EDUCATION, I 1 semester, 1/2 unit

Prerequisite: None

The course includes activities in volleyball, basketball, golf, physical/motor fitness, cabbage ball, soccer and track and field.

HEALTH 1 semester, 1/2 unit

Prerequisite: None

The health curriculum includes topics such as: environmental health hazards, nutrition, personal healthy lifestyles, safety and first aid, substance abuse, and sex education.

PHYSICAL EDUCATION, II 1 year, 1 unit

Prerequisite: Completion of Physical Education I

The course activity for tenth grade includes badminton, flag football, hockey, ultimate frisbee, bowling, physical/motor fitness and recreational games.

PHYSICAL EDUCATION, III AND IV 1 year, 1 unit each

Prerequisite: Completion of Physical Education II and consent of instructor. This is granted only to students who are currently participating in a varsity sport. All students must attend all varsity practices and games.

Physical Education III and IV are a continuation of Physical Education I and II with an emphasis on specialized sports or activities. These courses are an independent program in which each student designs his/her own course of study with the cooperation of the instructor and/or the coach.

Academy Offering

Academies are courses of study designed to introduce and to begin the training of students in areas that they wish to investigate as life-long careers. An academy is a comprehensive, connected set of courses that should both begin the preparation of students for a career and to allow them enough training and experiences to help them decide upon further study along the particular career path. This in-depth look while still a high school student, when it is combined with the regular course of study required of all Franklin students, will open up one more portal available to the student post high school.

TEACHING AND LEADERSHIP ACADEMY

The purpose of the Teaching and Leadership Academy's course of study is to direct highly capable students in their development as moral leaders of the future. Education is the foundation of society, and as such, teaching is of intrinsic value to all aspects of life. Students experience a curriculum designed to enable them to envision themselves as teachers, to understand their role as learners, and to commit, either through career choice or advocacy to the central role of teaching in the fulfillment of the future. Each grade level curriculum focuses on stages of becoming part of the moral leadership of the 21st Century.

Introduction to Teaching, Honors and Gifted 1 year, 1 unit

Prerequisite: 2.5 Academic GPA, application, essay, interview

This course is an exploration of teaching and learning within a community of learners comprised of students and teachers as collaborative partners. The #1 goal of the first semester is academic success in their core subjects. This is accomplished through a process of student self-discovery through guided questions such as "Who am I as a learner/ teacher? What does it mean to be a moral leader and how do I become one? Where is my place within the Franklin community?" Units of study include goal setting, study skills, career exploration, cooperative group work, tutoring as well as beginning to map their way on the college corridor path. The second semester focuses on technology and education. Students will learn how technology is a tool for learning, research, and presentations. They will apply the skills and knowledge base learned in class to complete cross-curricular, service-learning projects

Current Issues in Education, Honors and Gifted 1 year, 1 unit

Prerequisite: Completion of Introduction to Teaching or permission from the Teaching Academy Director, 2.5 Academic GPA

This course follows the natural maturity process students go through as they master self-understanding (particularly themselves as learners) and become "other people" focused. The first semester focuses on helping students understand how others learn, grow and develop through the study of educational psychology. Units include child development and learning, Gardner's model of multiple intelligences, brain-compatible learning (left brain/ right brain), gender and intelligence. The second semester focuses on student research and class discussion of major educational issues through debates and the presentation of position papers. Students will learn to research traditional answers to educational questions as well as learn to formulate questions that will actually shape the educational issues of the future. The focus of students' commitment to service through learning is for students to be engaged in problem solving about major educational problems in their community.

Seminar in Education, Honors and Gifted 1 year, 1 unit

Prerequisite: Completion of Introduction to Teaching and Current Issues of Education or permission from the Teaching Academy Director, 3.0 academic GPA, interview, essay.

This course is designed as the thrust of the whole experience of the Teaching Academy—the hands-on learning of what it means to be educational and moral leaders. Students will learn all phases of becoming educators and reflective practitioners, combining practical experience with theory to inform their understanding of teaching and learning. Through research, observation at school sites, and discussions, students will learn to think and to write reflectively about effective teaching and learning. Units will include all aspects of the daily life of a teacher, such as teaching lessons, classroom management, identifying and addressing problems, developing authentic assessment and preparing educational portfolios. Students will apply their learning during a six-week internship in which they will be

teacher interns practicing under the supervision of a highly qualified teacher. The focus of the second semester also includes guided preparation for the college corridor through specialized counseling and scholarship search.

Academic Internship

1 year, 1 unit (this course requires two class periods a day)

Prerequisite: Completion of Introduction to Teaching, Current Issues in Education and Seminar in Educational Process or permission of the Teaching Academy Director; 3.0 academic GPA, interview and essay.

This course is the culmination of the Teaching Academy's goal of preparing students as moral leaders by applying their skills in service to their urban community. The focus is to incorporate community specialists to facilitate student development of skills and understanding to empower them to be effective educators in a variety of settings. After intensive training during the first month of each semester, students will spend the remainder of the semester engaged in multiple supervised internships. They will be engaged in reflective practice as educators making a difference in the lives of young people. Senior Teaching Academy Interns will be the leaders and organizers of service learning projects conducted both on and off campus. The college search component of the Teaching Academy culminates in the guided completion of the final search and application process. Students will be participating in paid internships (pending funding).

THE ARTS

The arts engage the imagination, foster flexible ways of thinking, develop disciplined effort, build self-confidence, and instill respect for other cultures. They enrich our lives through self-expression and study of world art. We encourage students to pursue arts electives as an essential part of a balanced, well-rounded education.

ART I 1 year, 1 unit

Prerequisite: None

Fundamental visual art experiences designed for students with interest or facility in art expression. Topics of concentration include projects in drawing, painting, color theory and art history. Photography is an option for instructor-monitored independent study.

ART II 1 year, 1 unit

Prerequisite: Completion of Art I

This course is designed for students with apparent facility and interest in art expression. Individual needs of students drive the choice of topics, which may include intermediate drawing, art history, painting, design sculpture, printmaking and individually selected projects. Photography is an option for independent study.

ART III 1 year, 1 unit

Prerequisite: Completion Art II

This is a "special project" course in which each student explores individual directions of art expression. Photography is an option.

ART IV 1 year, 1 unit

Prerequisite: Completion of Art III

Students actively participate in advanced exploration of individual artistic expression. Photography is an option.

FINE ARTS SURVEY, ADVANCED PLACEMENT 1 year, 1 unit

Prerequisite: Teacher approval

Fine Arts Survey AP is an introductory study of art history to include visual art, music, comparative literature and cinema. Enlarging upon the sources-and-impact historical approach, the course will consider the prevailing concepts (philosophical, social) of each succeeding era and explore their bearing on works of art. Since a likely corollary of this posture is the question of enduring artistic relevance, the approach will also be critical--that is to say, analytical and evaluative. Lecture/discussions, seminars, color-slide presentations, arts vocabulary study, recorded music presentations will be a part of the course. We require assigned readings, seminar presentations, critical essays, book reports, tests and a final exam.

BAND, HONORS: BEGINNING, INTERMEDIATE, ADVANCED I and II 4 courses, 1 year, 1 unit each

Students may enroll for four years, earning 1 unit each year.

Prerequisite: Junior high or middle school band experience or sufficient private training and permission of the director.

Main areas covered are concert band music, rehearsal techniques and history of music styles played. Activities will include rehearsal (possibly before and after school or at night) and performance of band and orchestra music (first, second, and third players of each necessary instrument), all concerts and extra rehearsals, festivals and graduation. Each member must play either a solo or in an ensemble for the LMEA solo and small ensemble festival. All students, except football players or cheerleaders, play at each football game at which the band performs. First chair players must audition for All-State Band and/or Orchestra and for District Honors Band. We require participation in performance activities.

ORCHESTRA HONORS: BEGINNING, INTERMEDIATE, ADVANCED I and II

4 courses, 1 year, 1 unit each

Students may enroll for four years earning 1 unit each year

Prerequisite: Middle school and junior high experience or sufficient private training and permission of the director.

The main objectives are to improve performance skills, awareness of many kinds of music, and appreciation of music. We require participation in performance activities, including but not limited to extra rehearsals (before and after school, if necessary), concerts, music festivals, graduation, contests, participation in LMEA Solo and Ensemble Festival, and to audition for All-State Orchestra and District Honors Orchestra.

CHORUS, HONORS: 9th GRADE BEGINNING 1 year, 1/2 unit, combined with Study Hall.

This special section of Beginning Chorus is open only to freshmen. Chorus class meets every other day, alternating with Study Hall on the other days. The course content is the same as for the regular Beginning Chorus class: students learn proper and healthy vocal production, proper breath support, basic sight reading skills, and ensemble skills. They also learn basic music theory and history through performance of music of all styles and historic periods. Through performance opportunities as individuals as well as ensemble members, they will develop poise and self-confidence.

Students must participate in auditions for District Solo and Ensemble Festivals. In addition, they attend one required concert and rehearsal of choral ensemble, reporting on their observations.

Upon successful completion of the course, students may enroll in the intermediate Chorus the following year.

CHORUS, HONORS: BEGINNING 1 year, 1 unit

Prerequisites: Consent of the instructor; 10th, 11th or 12th grade standing

In this course students learn proper and healthy vocal production, proper breath support, basic sight reading skills, and ensemble skills. They also learn basic music theory and history through performance of music of all styles and historic periods. Through performance opportunities as individuals as well as ensemble members, they will develop poise and self-confidence.

Students must participate in auditions for District Solo and Ensemble Festivals. In addition, they attend a required concert and rehearsal of choral ensemble each semester, reporting on their observations. Research assignments will vary according to the student's level.

CHORUS, HONORS: INTERMEDIATE, ADVANCED I and II

3 Courses, 1 year, 1 unit each

Students may enroll for three years earning 1 unit each year

Prerequisite: Completion of one year of Beginning Chorus or consent of instructor based upon previous experience

This course reinforces the skills and techniques learned in Beginning Chorus. It provides for the continued development of the singer as a musician and chorus member through more difficult and significant choral music.

TALENTED IN THE ARTS PROGRAM

In order to participate in the Talented in the Arts Program, students must be classified by the Office of Children's Services of Orleans Parish as talented in music, visual arts and/or theater arts.

TALENTED IN MUSIC (TAM) I, II, III, IV

Prerequisite: Students must be classified as "Talented in Music".

The Talented in Music Program is designed to instruct students whom the Office of Children's Services in Orleans Parish has classified as "Talented in Music." The curriculum includes instruction in music theory, ear training, musicality, composition, performance skills and music history. The textbooks used are Classical Music for Dummies written by David Pogue and Scott Speck and Successful Sight-

singing written by Nancy Tefler. Grades will be determined by averaging daily participation grades, written tests, oral presentations, quizzes (worth a total of seventy-five percent) and performance exams (worth a total of twenty-five percent).

Talented in Visual Arts (TAV) I

Prerequisite: Classification as Talented in Visual Arts and IEP for TAV I

This is a foundation course that builds skills in two-dimensional and three-dimensional design. Students will study drawing with emphasis on perspective, proportion and value in pencil and colored pencil. They will create paintings in watercolor, gouache and acrylic, concentrating on brushwork and detail in compositions that are abstract as well as realistic. They will construct ceramic sculpture as well as vessels.

Talented in Visual Arts (TAV) II

Prerequisite: TAV I and IEP for TAV II

This course continues the exploration in two-dimensional and three-dimensional design.

Students will execute color and black & white drawings using charcoal, pastel as well as pencil. Subject areas will be: the human face and figure, compositions on the picture plane, landscapes and local architecture. They will continue studying painting in acrylic, watercolor, gouache and oil painting will be introduced. Other areas of concentration will be hand-building ceramics in pinch, slab, and throwing on the wheel.

Talented in Visual Arts (TAV) III

Prerequisite: TAV II and IEP for TAV III

TAV III continues building skills in the use of different media in two-dimensional and three-dimensional design. Students will be exploring the media and subjects of their choice in special subject sketchbooks, paintings and sculptures or vessels.

Talented in Visual Arts (TAV) IV

Prerequisite: TAV III and IEP for TAV IV

Level IV TAV class works on their portfolios for acceptance into university or art school. Students will decide on subjects and media for a series of works to demonstrate their depth of skills.

Talented in Theatre Arts (TAT) I

1 year, 1 unit each

Prerequisite: Student must audition and be accepted into the TAT program

Textbooks: *Basic Drama Projects* and *Theatrical Production and Design*

This is a one-year elective course that gives a general introduction to the world of theatre. Each quarter has a particular emphasis – Theatre History, Play and Playwrights, Acting and Voice & Movement. This course is designed to provide the building blocks for the next few years in TAT courses.

Talented in Theatre Arts (TAT) II

1 year, 1 unit each

Prerequisite: TAT I

Textbooks: *Basic Drama Projects* and *Theatrical Production and Design*

This is a one-year elective course that offers a theatre student the more technical aspects of theatre. Each quarter has a particular area of focus – Scenic Design, Lighting and Sound Design, Costumes and Makeup and Stage Management & Play Production. Students will provide their own makeup brushes and facial cleanser for the makeup portion of the class

Talented in Theatre Arts (TAT) III

1 year, 1 unit each

Prerequisite: TAT II

Textbooks: *Basic Drama Projects* and playwriting and directing information from a variety of sources provided by the teacher

This is a one-year elective course that concentrates on producing and directing for the theatre. The course will begin with the students writing, producing and directing their own play. In the beginning of the second semester, we will concentrate on House Management and Play Production. The final portion of the semester will focus on the aesthetics of film through viewing, critiquing and open discussions.

Talented in Theatre Arts (TAT) IV

1 year, 1 unit each

Prerequisite: TAT III

Textbooks: *Basic Drama Projects* and *Theatrical Production and Design* and information from a variety of sources provided to the student by the teacher

This is a one-year elective course that gives a recap of the past three years in TAT. Students will focus on their particular area of expertise and work (in class) one on one with the teacher and with the class during the school productions. Each student will have additional areas of study to be determined by the teacher and student. This course is designed to be an independent study.

OTHER ELECTIVES

SPEECH I

1 year, 1 unit

Prerequisite: none

Speech I has dual components: theory and practice. The theoretical component of the class, primarily first semester, moves from the ethics of communication (building responsibility and confidence), to person to person (listening, nonverbal communication, interviewing and group discussion), to preparation and process. In the second semester, the major focus will be on public speaking. Students will be expected to apply research skills, prepare and deliver the major types of speeches. In addition, Parliamentary Procedure and Oral Interpretation will be studied and practiced.

Speech II

1 year, 1 unit

Prerequisite: Speech I

Speech II is an extension of speech I. Much of the focus of the course will be placed on competitive speaking: Dramatic Performance, Humorous Performance, Oral Interpretation, Duo Reading, Duet Acting, Original Oratory, Extemporaneous Speaking, Student Congress and debate. Students will develop skills necessary for preparing and performing each technique in class and in competition.

TELEVISION PRODUCTION I 1 year, 1 unit

Prerequisite: None

Text: *Television Production Handbook* by Herbert Zetl, 5th edition

This course covers the basics of visual and aural mass communication including the specific areas of newspaper, radio, motion pictures and television, with the primary emphasis on television production.

1 year, 1 unit

The student actively participates in a variety of television production activities. Students study the technical and aesthetic aspects of television. Activities include discussions and writing assignments as well as production.

1 year, 1 unit each

Textbooks: *Stagecraft 101* and *Theatrical Production and Design* and information from a variety of sources provided to the student by the teacher

Students are asked to provide a set of paint clothes to be worn during set construction and painting.

APPENDIX 2 – PARENT/STUDENT HANDBOOK

STUDENT/PARENT CONTRACT

Please Print Student Name

Grade

Dear Parent and Student:

Each year we update this student handbook. We ask that both student and parent read the stipulations listed below, check them off, sign and date the reverse side of this page and return the entire page to the homeroom teacher by Friday, September 23, 2005. Please call if you have any questions.

Thank you.

Carol A.Christen, Principal

- ___ I have read the Benjamin Franklin High School Honor Code (pages 3 - 5) and agree that my child shall subscribe to the provisions of the code.
- ___ I have discussed the provisions of the Student Handbook with my child. I understand the rules and regulations as they are contained in the handbook.
- ___ I have discussed the guide to “Project Respect and You” (pp. 34 – 45 of this handbook) with my child .
- ___ I have read the Consent and Waiver agreement regarding the use of computers in the New Orleans Public Schools (pp. v and vi) and agree that my child be held to its provisions.
- ___ I have read the Benjamin Franklin Computer Use Regulations (pp. vii and viii) and I agree that my child shall be held to its provisions.
- ___ I give permission for my child’s name, photo and student work to be displayed on-line in school related websites.

Continued on back

- I understand that my child is responsible for all school work assigned in each course, all discipline responsibilities according to this handbook and all financial obligations to Franklin, including textbooks and equipment issued to him/her; that the books shall remain covered at all times and any equipment issued to him/her be kept securely; and that he/she shall return the books and equipment in good condition, subject to a fine up to and including the cost of replacing any item.
- I understand that my child is responsible for parking and library fines incurred by him/her at UNO.
- I understand that my child is to wear his/her Franklin ID at all times while on school property.
- I understand that my child must abide by the Ben Franklin H.S. dress code.

By signing this agreement, we consent to all of the provisions on both sides of this page.

____ Grade ____ Date ____
Student Signature

____ Date ____
Parent Signature

HR Home tel. number Parent's Work tel. Number

Return this copy

Please return this page to the homeroom teacher by September 23, 2005, dated and signed with the items checked off on both sides.

Keep this copy in the Handbook

STUDENT/PARENT CONTRACT

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- I understand that my child is to wear his/her Franklin ID at all times while on school property.
- I understand that my child must abide by the Ben Franklin H.S. dress code.

**DO NOT RETURN THIS COPY.
KEEP IT IN THE HANDBOOK.**

**The New Orleans Public School System
CONSENT AND WAIVER**

Please read this entire document, before you sign the agreement that is included in the STUDENT/PARENT CONTRACT

By signing this contract, my parent(s) or guardian(s) and I agree to abide by the New Orleans Public School System's Acceptable Use Policy including the following restrictions. I have discussed these rights and responsibilities with my parent(s) or guardian(s).

The New Orleans Public School System's intent is to make Internet access available to further its educational goals and objectives. Account holders will have the ability to access other materials as well.

The District believes that the benefits to educators and students from access to the Internet, in the form of information resources and opportunities for collaboration, far exceed any disadvantages of access. Ultimately, the parent(s) or guardian(s) of minors are responsible for setting and conveying the standards that their child should follow. To that end, the District supports and respects each family's right to decide whether or not to apply for New Orleans Public School System Internet access.

The student and his/her parent(s) or guardian(s) must understand that student access to the New Orleans Public School System network exists to support the District's educational responsibilities and mission. The specific conditions and services that are offered will change from time to time. In addition, the New Orleans Public School System makes no warranties with respect to the network service, and it specifically assumes no responsibilities for:

1. The information on the Internet. Other sites accessible via the Internet may contain material that is illegal, defamatory, inaccurate or potentially offensive
2. The content of any advice or information received by a student from a source outside the District, or any costs or charges incurred as a result of seeing or accepting such advice.
3. Any costs, liability or damages caused by the way the student chooses to use his/her District network access.
4. Any consequences of service interruptions or changes even if these

disruptions arise from circumstances under the control of the District.

While the New Orleans Public School System supports the privacy of electronic mail, students must assume that this cannot be guaranteed.

The New Orleans Public School System CONSENT AND WAIVER

By signing the form I, the student, agree to the following terms: My use of the New Orleans Public School System's network must be consistent with the New Orleans Public School System's Acceptable Use Policy and its primary goals. I will not use the New Orleans Public School System's network for illegal purposes of any kind.

Specific examples of such purposes are:

1. I will not use the New Orleans Public School System Network to transmit threatening, obscene, or harassing materials. The District will not be held responsible if I participate in such activities.
2. I will not use the New Orleans Public School System Network to interfere with or disrupt network users, services or equipment. Disruptions include, but are not limited to, distribution of unsolicited advertising, propagation of computer worms and viruses, and using the network to make unauthorized entry to any other machine accessible via the network.
3. I will print only to my local printer or to the printer designated by my instructor.
4. It is assumed that information and resources accessible via the New Orleans Public School System Network are private to the individuals and organizations, which own or hold rights to those resources and information unless specifically stated otherwise by the owners or holders of rights. Therefore, I will not use the New Orleans Public School System Network to access information or resources unless permission to do so has been granted by the owners or holders of rights to those resources or information.

Benjamin Franklin Computer Use Regulations

The use of Ben Franklin High School's computers is a privilege. The following are the rules for computer use:

1. Students may use a computer only if a teacher is present and has given permission for that student to use it. Students may not use computers if a substitute is in charge of the class unless a computer assignment is given for that class period.
2. Food, drink or food and drink containers should not be brought near any computers.
3. No one may add or delete programs or change anything in the computer's system (settings, screen savers, background, etc.)
4. Students must inform teachers immediately if any configurations have been changed on a computer they are using, or they will be held responsible for the changes.
5. The computers must be left on the Windows DESKTOP. All programs must be closed. The computers **SHOULD NOT** be shut down or turned off by a student.
6. All work must be saved on diskette, not on the hard drive.
7. Students should carry diskettes in an appropriate case to avoid damage to metal strips that, in turn, damage disk drives. USB drives should be stopped before they are removed from the computer.
8. Students may not use school computers to send or receive e-mail unrelated to school assignments.
9. Students may use school computers only for assigned tasks and may use only those programs assigned by a teacher.
10. If a student has any problem with a computer, he/she must notify the teacher immediately. The student should not try to fix the problem.
11. Computers are not to be used for personal entertainment (games, music CD's, etc.)
12. Students will abide by the regulations set forth in the New Orleans Public School System's Acceptable Use Policy.

In addition, the following regulations apply to use of the computer labs:

1. Students may not use the lab during regular class time unless a teacher brings an entire class to the lab.
2. Students must wear their current Benjamin Franklin ID to be admitted to the lab.
3. Book bags must be left outside the lab door.
4. If a program being used has sound, students must use headphones.

5. Students may use the lab only for assignments given by teachers. Students may not use the lab simply to “surf the net”, listen to music or to play games.

Any student who commits an infraction of these rules will lose computer privileges. If the student who commits the infraction is in a computer class, he/she may be removed from that class. Any student who displays behavior deemed inappropriate by a teacher may lose computer privileges. Students who have lost computer privileges will be responsible for completing all assignments on their own (without the use of the school's computers). A list of students who have lost computer privileges will be made available to all teachers/staff.

**PLEASE NOTE: ONCE LOST, COMPUTER LAB PRIVILEGES
MAY BE GONE FOREVER. DO NOT FOOL AROUND!**

These regulations are a part of the STUDENT/PARENT CONTRACT to be signed by you and your parent or guardian and returned to your homeroom teacher.

Medication Policy for New Orleans Public Schools

The following form and documents are required to be on file in your child's health record before any medication can be given.

- a. a signed consent by the parent or legal guardian to give medication
- b. a signed medication order (School personnel are permitted to give medication only when it is prescribed in writing by a physician/dentist. This includes over the counter drugs.)

The school nurse will develop a medication plan with input from the parent or guardian.

The initial supply of medication must be delivered to the school nurse by the parent or guardian. The medicine must be in the original container with a label and prescription number on the label. Please ask your pharmacist to provide separate bottles for school and home use.

A maximum of a 25 day supply of medication can be stored at school. There is no means to store medication in refrigerators.

School personnel are not permitted to give medication until all of the above procedures are followed.

For more information please contact the school nurse at 286-2709.

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DAILY BELL SCHEDULES

** Announcements will be made at the end of these periods.

A warning bell will ring at 8:15 each morning.

BELL SCHEDULE #1 - Regular:

HOMEROOM	8:20 - 8:25
1 st	8:27 - 9:18
2 nd	9:21 - 10:12
3 rd	10:15 - 11:06
4 th	11:09 - 12:02 **
LUNCH	12:02 - 12:32
5 th	12:35 - 1:26
6 th	1:29 - 2:20
7 th	2:23 - 3:15 **

BELL SCHEDULE #2 - Activity Schedule:

HOMEROOM	8:20 - 8:25
1 st	8:27 - 9:12
2 nd	9:15 - 10:00
3 rd	10:03 - 10:48
4 th	10:51 - 11:38 **
ACTIVITY	11:41 - 12:18
LUNCH	12:18 - 12:48
5 th	12:51 - 1:36
6 th	1:39 - 2:24
7 th	2:27 - 3:15 **

BELL SCHEDULE #3 - Performing Arts Dance/Music:

HOMEROOM	8:20 - 8:25
1 st	8:27 - 9:06
2 nd	9:09 - 9:48
3 rd	9:51 - 10:30
4 th	10:33 - 11:14 **
LUNCH	11:14 - 11:44
5 th	11:47 - 12:26
6 th	12:29 - 1:09
7 th	1:15 - 2:15 -- Program for 1st and 2nd Floors excepting Phys Ed.
7 th	2:15 - 3:15 -- Program for 3rd Floor plus Phys Ed.

BELL SCHEDULE #4 – Extended Homeroom

HOMEROOM	8:20 - 8:40
1 st	8:42 - 9:31
2 nd	9:34 - 10:23
3 rd	10:26 - 11:15
4 th	11:18 - 12:08 **
Lunch	12:08 - 12:38
5 th	12:41 - 1:30
6 th	1:33 - 2:22
7 th	2:25 - 3:15 **

BELL SCHEDULE #5 - Extended Lunch:

HOMEROOM	8:20 - 8:25
1 st	8:27 - 9:14
2 nd	9:17 - 10:04
3 rd	10:07 - 10:54
4 th	10:57 - 11:47 **
LUNCH	11:47 - 12:42
5 th	12:45 - 1:32
6 th	1:35 - 2:22
7 th	2:25 - 3:15 **

BELL SCHEDULE #6 – Opening Day of School and
Special Assembly

Tardy Bell 8:20
9th and 10th Homeroom 8:20 – 9:00
11th & 12th – **Report** to HR – teachers will escort students
to AUD. for Assembly

11th and 12th HR 9:00 - 9:40
9th & 10th Homeroom teachers will escort students
to AUD. for Assembly

1 st period	9:43 – 10:23
2 nd period	10:26 – 11:06
3 rd period	11:09 – 11:49
4 th period	11:52 – 12:34 **
LUNCH	12:34 – 1:04
5 th period	1:07 – 1:47
6 th period	1:50 – 2:30
7 th period	2:33 – 3:15 **

Schedule #7 (PM) - Open House

Mtg.	6:15 - 6:45
HR	6:45 - 6:55
1 st	7:00 - 7:10
2 nd	7:15 - 7:25
3 rd	7:30 - 7:40
4 th	7:45 - 7:55
5 th	8:00 - 8:10
6 th	8:15 - 8:25
7 th	8:30 - 8:40
Cafeteria	8:40

Statement from the Principal

I eagerly welcome you to the new school year. As the principal of Benjamin Franklin High School, I accept the responsibilities that come from leading a qualified staff and exceptionally bright students. One of the greatest supports I have comes from the parents who guide their children, who volunteer where they can, and who stay actively involved with the school and its achievements. Making the best better is something I cannot do alone, but with the best students, parents and teachers in the country, the task is not only possible, but also enjoyable. All of our students pass the Graduate Exit Exam each year. Our ninth grade students continue to excel on the Iowa Test of Educational Development scoring at the 94th percentile this past year. Last year's seniors were accepted to 192 different colleges and universities, who offered them over \$18 million in scholarships. There were three Presidential Scholars Semi-Finalists, 27 National Merit Finalists and 17 National Achievement Finalists last year. We continue to be the number one public high school in the state and one of the top schools in the nation given our SAT, ACT, and Advances Placement scores.

Academically we continue to set the standard for excellence. As a school of character, however, we focus on more than academic success. The Honor Code, Character Counts, and a Teachers as Advisers program continue to enhance our opportunities to be of service to your youngsters and to address their needs. For example, with parents as partners, we want to instill in our youngsters that adherence to school rules, such as dress code, are small but important benchmarks of character.

Through our summer reading program and multidisciplinary focus, we enrich the academic environment by making connections among academic disciplines and creating an understanding of education as connected learning, inquiry-based, and life-long. This is the continuing work of our Literacy Initiative committee. This year's academic theme focuses on the anniversary of Benjamin Franklin's 300th birth will inspire exciting discussions, events, service projects, and experiences.

No school can be static and remain great. Constantly looking for ways to improve our services to your children, the staff engages in continuous professional development activities, works together to enrich learning experiences, and develops real world learning opportunities for our students.

Our focus at Benjamin Franklin High School is, as always, a dual one and is expressed eloquently in the core of our mission statement: *Benjamin Franklin High School gives young people of high intellectual promise an opportunity to reach their maximum potential as scholars and productive, creative citizens of a technology-rich global community.*

BENJAMIN FRANKLIN HIGH SCHOOL MISSION STATEMENT

Benjamin Franklin High School gives young people of high intellectual promise an opportunity to reach their maximum potential as scholars and productive, creative citizens of a technology-rich global community. We emphasize problem solving, exploration, abstract reasoning and other creative activities, through an enriched program of advanced work in required courses and electives. Excellence has been and will continue to be the daily expectation of our administrators, teachers, students, and parents.

Our Beliefs:

- **That although extracurricular activities are important, instructional time needs to be given the highest priority.**
- **That all students need to become lifelong learners and that, for most Franklin graduates, the logical next step in that process is to attend a university.**
- **That being given the opportunity to excel promotes the likelihood of future success.**
- **That our students need to be given opportunities to learn through cooperation as well as competition.**
- **That diversity is a value to be affirmed and sought after.**
- **That a sound education includes education in the arts, the sciences, the humanities, and that to be healthy and happy adults our students need to be physically and emotionally fit.**
- **That our students need to develop a sense of community and social responsibility and that good citizenship requires an awareness of the rights and needs of others.**
- **That our students need to be technologically proficient and skilled at writing and communication.**

from "School Improvement Plan, 2001-2002"
Benjamin Franklin High School

CITIZENSHIP

No other aspect of school life carries as much significance as does citizenship. Cooperation, courtesy, and consideration for others contribute immeasurably to the daily life and spirit of the school. The students, faculty, and administration believe that it is a privilege to attend and to work at Franklin; that education is our major goal; and that responsibility to others is fundamental. The overriding goal is for each student and each staff member to be responsible for his or her own actions.

Benjamin Franklin High School **Honor Code**

Portions adapted from the Josephson Institute of Ethics: "Changing Cheaters"
www.charactercounts.org

Preamble

We the stakeholders of Benjamin Franklin High School are dedicated to promoting a learning environment based on the foundation of personal integrity. We are also committed to assuring that our students do not demean their character, damage their credibility or jeopardize their futures by engaging in any form of academic dishonesty. Therefore, we present the following Code, which will govern the academic conduct of students, teachers and administrators.

I. All forms of academic dishonesty as defined below are strictly forbidden, constitute a major offense, and will result in disciplinary action.

A. Cheating on Exams, Tests, Quizzes, and other Assessments (e.g. mile run, art projects, oral presentations, etc.) - using or attempting to use unauthorized assistance, material or study aids during an examination, including but not limited to:

1. Copying from others.
2. Having or using notes, formulas or other information in a programmable calculator or other electronic device without explicit teacher review and permission.
3. Having or using a communication device such as a cell phone, pager, PDA or electronic translator to send or obtain unauthorized information.
4. Taking an exam for another student, or permitting someone else to take a test for you.
5. Asking another to give you improper assistance, including offering money or other benefits.
6. Asking for or accepting money or any other benefit in return for giving another improper assistance.

7. Providing or receiving information about all or part of an exam, including answers (e.g., telling someone in a subsequent period what was on your exam, or being told this information).
8. Having or using a "cheat sheet" (i.e., a piece of paper with answers, formulas, information or notes) that is not specifically authorized by the teacher.
9. Altering a graded exam and resubmitting it for a better grade.
10. Gaining or providing unauthorized access to examination materials.

Note: Simply having possession during an exam of any prohibited or unauthorized information or device, whether or not it is actually used, is an act of academic dishonesty and will be dealt with as such

B. Plagiarism in Papers and Assignments - "The act of using another person's ideas or expression in your writing or in your oral presentations without acknowledging the source." Plagiarism includes "copying another's sentences verbatim, repeating someone else's particularly apt phrase without appropriate acknowledgement, paraphrasing another person's argument as your own, and presenting another's line of thinking as thought it were your own, " again without acknowledging the source.

Quoted sections above from:

MLA Handbook for Writers of Research Papers.
New York: 1988. Pp. 21-23.

Transgressions involving plagiarism include, but are not limited to:

1. Including in any assignment turned in for credit any materials not based on your own research and writing. This includes, but is not limited to:
 - a. Using the services of a commercial term paper company.
 - b. Using the services of another student.
 - c. Copying part or all of another person's paper and submitting it as your own for an assignment.
2. Acting as a provider of paper(s) for a student or students.
3. Submitting substantial portions of the same academic work for credit in more than one course without consulting both teachers (self-plagiarism).
4. Failing to use quotation marks where appropriate.
5. Failing to properly acknowledge paraphrased materials via textual attribution, footnotes, endnotes and/or a bibliography.
6. Making up data for an experiment ("fudging data").
7. Citing nonexistent sources (articles, books, etc.).

C. Other forms of Academic Dishonesty

1. Misrepresenting the academic accomplishments and/or records of yourself or someone else, such as by tampering with computer records.
2. Deceiving a teacher or making up a false reason or excuse to get special consideration on an exam or an extension for an exam or paper.
3. Forging a signature.
4. Hoarding or damaging library materials.
5. Facilitating academic dishonesty (i.e., knowingly helping another violate any provision of the Code).
6. Gaining unfair advantage (i.e., attempting to gain unauthorized advantage over fellow students in an academic exercise).

Note: Attempted academic dishonesty, even if unsuccessful, will be treated as academic dishonesty.

II. Consequences

Disciplinary action will be taken commensurate with the offense. All teachers and administrators are expected to enforce the rules and consequences of the Code uniformly.

A. First offense

1. Score of zero (F) on the test, paper or assignment
2. Conference with teacher, counselor, parent and student
3. Official Detention or Saturday suspension
4. Student's advisor and counselor are notified

B. Second offense

1. Score of zero (F) on the test, paper or assignment
2. Conference with teacher, counselor, parent and student, principal and/or assistant principal
3. Suspension
4. Disciplinary probation
5. Student's advisor and counselor are notified

C. Third offense

1. Score of zero (F) on the test, paper or assignment
2. Conference with teacher, counselor, parent and student, principal and/or assistant principal
3. Suspension or Expulsion
4. Student's advisor and counselor are notified

Note: Schemes that reveal attempts at coordination beyond an individual level may warrant treatment of first offenses as second or third offenses.

CURRICULUM

All academic courses at Franklin are Honors, Gifted, or Advanced Placement Program classes. All courses are challenging for the student who meets our very strict entrance requirements. Homework assignments average thirty minutes each night for each course. Students who have not faced such a demanding curriculum in the past or who have not yet developed strong study and organizational skills may find that the homework takes longer. Students should feel comfortable in asking for assistance. Asking for help and helping others should become an automatic response for Franklin students and staff.

The difference between “help” and copying someone else’s work: It is ultimately more useful to your classmates if you explain how you arrived at your answers/conclusions rather than letting them copy your work verbatim.

Most of the schoolwork that teachers assign to students at Franklin is not “busy work.” Rather, teachers design most of the work here – homework, classwork, reading, group work etc. – to assist you in learning the subject matter and skills. Then when the true tests come – the SAT and the ACT, personal essays and interviews for selective colleges and proving your ability to get a job done – you will be ready. If that groundwork is not your own but someone else’s, you won’t be ready.

WHERE TO GO FOR HELP:

We want everyone at Franklin to succeed to his or her maximum ability. The first step in achieving success is being willing to seek help. In addition, we ask teachers to inform the counselors when a student is struggling. There are two groups that meet regularly to explore avenues of assistance for such students. The first is the Franklin Support Staff (FSS) that meets weekly to discuss a great many issues. When the FSS feels it necessary, they refer individual students to the second group – the Student Assistance Team (SAT). Whenever this group meets about a specific student, we invite the parent(s), the student and the teachers involved to discuss formally what might be the best options to get help for the student.

Listed below are three other specific avenues where students should feel free to seek assistance:

1. **Your classroom teachers are your first source of assistance.** Faculty members have regularly scheduled times before school, during lunch, and/or after school to offer help. Find out when teachers are available.
2. Your counselor is always ready to assist you. Get to know this important person.
3. Our social worker is always ready to help you with personal and academic problems. The social worker offers a very special kind of help: You can

discuss things with her and be assured that your discussions will remain confidential.

SOCIAL WORKER CONFIDENTIALITY

Franklin's clinical social worker is a licensed mental health professional who can discuss medical, psychological or other serious problems with students and parents on a confidential basis with the assurance that nothing about the discussion becomes a part of the student's educational records. The social worker can provide names of counseling professionals who have helped Franklin students in the past and provide families with information about free or low-cost medical services, screening for substances, and psychological assessment available in the New Orleans area.

The Social Worker also oversees the Peer Assistance Program, a student-led series of weekly group meetings that help students who want the assistance. Many students who discover that they need an academic boost have found the Peer Assistance Program valuable as they made the adjustment to Benjamin Franklin's demanding curriculum.

COURSE SELECTION:

We ask all students to make final course selections in the spring of each year. Please do all of your planning before you make these selections. We issue a "Course Description" booklet to all new students as we enter this planning period. Keep this book. You will need it in the following years. Please plan your course work for the years remaining to you at Franklin. Then refine your choice each spring.

Every student must carry six subjects with a study hall, but a student may carry seven courses with the approval of the principal, the assistant principal or a counselor. (We require a minimum of five academic courses for freshmen, sophomores and juniors: one each in language arts, mathematics, science, social studies and a foreign language.) Students carrying seven subjects may drop an elective course at any time without penalty, provided that dropping the course does not endanger their earning enough credits for graduation or drop them below the limit of five academic courses. Students **may not** drop below the six-course minimum. We accommodate students who attend the New Orleans Center for Creative Arts (NOCCA) by allowing them to take only four courses at Franklin. NOCCA students can take social studies courses during the summer at local universities before returning to NOCCA in the fall. Students who do not return to NOCCA in the fall must take their social studies courses at Franklin.

Students and parents should understand that we will count for retention purposes only the academic courses they take at Franklin. These include the five major subjects.

Students who wish to co-enroll in college courses should speak to their counselor.

Whenever there is room in a student's schedule for him/her to take a required course at Franklin, the student will take the course at Franklin.

Students may not take a summer course in order to advance to the next level in a discipline unless the student failed that course during the regular school year.

Once enrolled in Franklin, you may not take elsewhere any course that Franklin offers. We make exceptions to this rule only for NOCCA. For example: Students may not use college courses to replace required courses offered at Franklin.

We never allow students to use correspondence courses for credit at Franklin.

In order to maintain continuity of instruction and the learning process, students are allowed to enroll at NOCCA only at the beginning of the school year.

FRANKLIN GRADUATION REQUIREMENTS:

English I-IV	Students must earn four units of English during grades 9-12.	4.0
Social Studies	World Geography, Civics/Free Enterprise, U.S. History and World History. Students must earn four units of social studies during grades 9-12.	4.0
Mathematics	Algebra I, Geometry, Algebra II, Pre-Calculus, Calculus. Students must earn four units of mathematics during grades 9-12.	4.0
Note: Any student who enters Franklin taking Geometry in the freshman year, must take Calculus as a senior.		
Science	Biology I, Chemistry I, Environmental Science, Physics. Students must earn four units of science including Biology I and Chemistry I during grades 9-12	4.0
Foreign Language	Students must earn three units, with a minimum of two units in the same language during grades 9-12. We strongly recommend that all three units be in the same language.	3.0
Physical Education	I and II	1.5
Health		0.5
Electives	Two (See following list.)	<u>2.0</u>
Total units needed for Graduation*		23.0

* All students must attempt at least twenty-four units in four years (six units per year) and may attempt twenty-eight (seven units per year).

The **New Orleans Public Schools College Preparatory Diploma, Regents Scholars Diploma** and the **Board of Elementary and Secondary Education Honors Diploma** have some few additional requirements. These include: Physics for the Honors Diploma; and Fine Arts Survey or two years of art, music, dance, or drama for both Regents and Honors. All three of these special diplomas require a total of 24 units earned.

The following special awards are given to members of the graduating class each year:

Pablo Lertora Award for the Arts
 Dr. G. Harris Melvin Memorial Award for Service to the Community
 Franklin Key Award sponsored by the Alumni Association
 Gardberg - Guichard Scholarship Award

COMPREHENSIVE COURSE LIST:

Required Courses:

Grade 9:

English I H, G
World Geography H or
Human Geography AP
Algebra I or Geometry I H, G
Biology I H
Foreign Language I H (French,
German, Spanish)
Health and Physical Ed. I
We recommend that all freshmen
elect a study hall as their seventh
class

Grade 10

English II, H G
Civics H, AP/ Free Ent. H
Geometry or Algebra II H, G
Biology I H (cl. of 2008)
or Chemistry I H (for those
with Biology I credit)
Foreign Language II H
Physical Education II
Study hall or elective

Grade 11

English III H, G, AP
U.S. History H, AP
Algebra II or Pre-Calculus H, G
Chemistry I H (class of 2008)
Environmental Science H, AP
(cl. of 2009 and later)
(Physics, Bio. II AP or Chem. II AP
may be substituted with approval)
Foreign Language III H
Elective
Study hall or elective

Grade 12

English IV H, G, AP
Civics H, AP/ Free Ent.
(cl. of 06 & 07)
World History H or AP
(cl. of 08 and later)
Pre-Calculus H, G or
Calculus AB or BC AP
Physics H, AP or Bio. II AP,
or Chem. II AP
Three electives or two
electives and a study hall

Other Elective Courses:

American Government AP
Art I, II, III, IV
Astronomy
Band (Beginning, Intermediate, Advanced I and II) H
Black Studies
Chorus -- Beginning, Intermediate, Advanced I and II H
Computer Science I H, G
Computer Science AP
Creative Writing H
Discrete Math (Cryptology) H, G
Fine Arts Survey AP, GAP
Foreign Language AP
Greek and Roman Civilization H
Journalism I, II
Latin I

Orchestra (Beginning, Intermediate, Advanced I and II) H
 Physical Education III and IV
 Psychology H, AP
 Russian History H
 Sociology H
 Southern Literature H, G
 Speech I and II
 Stagecraft
 Statistics AP
 Talented in Music, Theater, and Visual Arts (if qualified)
 Teaching Academy
 Grade 10 – Current Issues in Education H
 Grade 11– Seminar in Education Process H
 Grade 12 – Academic Internship H
 TV Production I and II
 Twentieth Century History H

Note: Whether or not we will teach a specific elective course in a specific year will depend upon the number of students choosing that course.

H=Honors, G=Gifted; AP=Advanced Placement Program

Freshmen and sophomores have room for only one elective as a seventh subject if they elect not to have a study hall.

Juniors have room for two electives.

Seniors have room for three electives

GRADING SCALE:

A (4.0) – 93 – 100	H = 4.4, G = 4.44, AP = 4.48
B (3.0) – 85 – 92	H = 3.3, G = 3.33, AP = 3.36
C (2.0) – 75 – 84	H = 2.2, G = 2.22, AP = 2.24
D (1.0) – 70 – 74	H = 1.1, G = 1.11, AP = 1.12
F (0.0) – below 70	

RETENTION POLICY:

The policy:

1. All semester grades for the **academic subjects taken at Franklin**. (English, mathematics, science, social studies, and foreign language) will be averaged using unweighted grade point values: (A=4, B=3, C=2, D=1, and F=0).
2. In these academic subjects, all students must earn a 2.0 grade point average.
3. In addition to meeting the required average, a maximum of three 'F' semester grades is allowed, including all subjects.

4. We compute final retention averages at the end of the school year. However, we will notify all students who are at or below the retention average at the end of the first quarter, first semester, and the third quarter.
5. Students who are below the 2.0 retention average at the end of the year may not remain at Franklin. These students may not return to Franklin in subsequent years.

Be aware that the retention average is real and is applied to everyone. Start working right away. Getting behind can become an insurmountable problem.

Here are examples of how to figure a retention average:

Student 1: a sophomore enrolled full time at Franklin

	First Semester				Second Semester			
	Mark	Pd. 1	Pd. 2	Franklin	Pd. 3	Pd. 4	Franklin	
	GR	Final	Ret	Grd Pt	GR	Final	Ret	Grd Pt
English	C	B	= 3		B	B	= 3	"Final"
World History	C	C	= 2		C	C	= 2	grades
Geometry	C	C	= 2		C	C	= 2	are the
Biology I	D	D	= 1		C	C	= 2	ones that
Spanish II	C	C	= 2		C	C	= 2	count.
Television I	D	D	= 0*		D	D	= 0*	
Health and PE	B	D	= 0*		D	D	= 0*	
Total:			5 grds	10 pts.			5 grds	11 pts.

*These grades do not produce quality points for the retention average.

Quality Point Average = $21 \div 10 = 2.1$

Student is AT the retention average at the semester and ABOVE at the end of the year and may remain at Franklin.

Student 2: a freshman enrolled full time at Franklin

	First Semester				Second Semester			
	Mark	Pd. 1	Pd. 2	Franklin	Pd. 3	Pd. 4	Franklin	
	GR	Final	Ret	Grd Pt	GR	Final	Ret	Grd Pt
English	C	B	= 3		B	C	= 2	
World Geography	C	D	= 1		C	D	= 1	
Algebra I	C	C	= 2		C	C	= 2	
Environ Sci	D	C	= 2		D	D	= 1	
Spanish I	C	C	= 2		C	C	= 2	
Health and PE	B	B	= 0*		A	B	= 0*	
Total:			5 grds	10 pts.			5 grds	8 pts.

*These grades do not produce quality points for the retention average.

Quality Point Average = $18 \div 10 = 1.8$

Student is AT the retention average at the semester but BELOW at the end of the year and may not remain at Franklin.

Student 3: a sophomore enrolled at NOCCA and Franklin

	First Semester				Second Semester			
	Mark	Pd. 1	Pd. 2	Franklin	Pd. 3	Pd. 4	Franklin	
	GR	Final	Ret	Grd Pt	GR	Final	Ret	Grd Pt
English	C	C	= 2		B	C	= 2	
Geometry	C	C	= 2		C	C	= 2	
Biology I	D	D	= 1		C	D	= 1	
Spanish II	C	C	= 2		C	C	= 2	
NOCCA	B	B	= 0*		B	C	= 0*	
Total:			4 grds	7 pts.			4 grds	7 pts.

*These grades do not produce quality points for the retention average.

Quality Point Average = $14 \div 8 = 1.8$

Student is BELOW the retention average at the semester and at the end of the year and may not remain at Franklin.

NOTE: Parents should remember that the retention average is the same as the average used to determine eligibility for activities. The grade point average printed on transcripts and report cards is a “weighted” GPA and not the retention/eligibility average. To determine the retention/eligibility average you must use a strict 4-point scale and then only for the grades for the five major academic subjects.

Getting Academic Assistance:

Teachers use phone calls to inform parents whenever teachers feel the need to discuss a specific problem or to pass on praise.

Parents should get in touch with their child’s teachers as soon as they detect an academic deficiency. [We ask that teachers get in touch with you, but do not wait. Get in touch with the teacher(s) immediately.] If you have any problems making contact, speak to your child’s counselor, the school social worker or Ms. Christen. We will help you contact the teacher.

Additional available assistance includes peer personal guidance and academic tutoring services, Saturday morning academic help, before-school, lunchtime, and after-school teacher assistance and assistance from teachers willing to help you at almost any time.

It is your responsibility to seek the help you need. Do not put it off – your delay in getting the help you need is often the determining factor in not attaining the retention average required to stay at Franklin.

COMMUNICATION WITH PARENTS AND STUDENTS

We designed our system of report cards, progress reports, and phone calls to keep all parents informed regularly about the standing their child has in each of his/her classes.

We schedule eight times per year when parents should expect to see report cards or progress reports. The schedule follows:

Quarter	Prog Rprt	Rprt Card	Prnt Conf Day
1: Aug 18 – Oct 13	Sept 15	Oct 19	Oct 20
2: Oct 14 – Jan 3	Nov 11	Jan 18	Jan 19
3: Jan 4– Mar 10	Feb 2	Mar 22	Mar 23
4: Mar 11 – May 25	Apr 10	June 2 – Report Cards Mailed	

Report Cards:

Franklin will issue Report Cards directly to students who earn all "C's" or above and no U's in conduct (citizenship) on the dates listed above under Rprt Card

We will have parent conference meetings for those students who earn less than a "C" in any subject or U's in conduct. These evenings are primarily designed for parents of those students to pick up the report cards and meet with teachers. These will be held from 5:00 to 7:00 PM on the dates listed above under Prnt Conf Day. All parents are welcome to attend these conferences.

We believe that any student with a 2.2 or lower retention average is in serious academic difficulty that requires parental intervention. We do not like to lose students because of their retention averages.

Progress Reports:

Students receive progress reports during each grading period according to the dates listed above under Prog Rprt and at any other time as determined by a teacher. We will issue them to all students new to Benjamin Franklin during the first grading period and to all students who have earned any grade lower than a "C" at this and at the other times.

STUDENTS: Please be aware of the purpose of the progress reports and do not attempt to circumvent their effect. Hiding your progress report grades from your parents is a self-defeating act.

PARENTS: You should be aware of these dates and ask students for the reports.

CO-CURRICULAR ACTIVITIES:

CLUBS AND SERVICE ORGANIZATIONS:

Academic Games	Iota Sigma
Art Club	Jazz Band*
Animé	JETS/TEAMS Competition
Art Appreciation	Juggling Club
Asian Pacific Club	Key Club
Band*	Louisiana Engineering Advancement Program (LEAP)
Beta Club (inactive)	Literary Rally
Biology Club	McDonogh 39/Gregory Service Project
Black Culture Club	Mu Alpha Theta
Bookstore	National Honor Society
Cheerleaders (Auditions in the spring)	Peer Tutoring
Choir*	Orchestra*
Close-Up (trip to Wash, D.C.)	<u>Riverbend Review</u> (literary magazine)**
Dance Team (Auditions in the spring)	Science Fair
Debate**	Science Fiction/Fantasy Society
Drama Club	Science Olympiad
Forensics**	Spanish Club
<u>Franklin Forum</u> , (newspaper)**	Spanish Culture Annual Trip
Falcon Television (FTV)**	Speech**
French Club	Student Council
French Culture Biannual Trip	Student Support Services: Peer Counseling
Gay Straight Alliance	Yearbook**
German-American Partnership Program	Young Democrats
German Club	Young Republicans
Gospel Choir	
Green Society	
Hi-Y/Tri-Hi-Y	
Hebrew Club	

* These are normally associated with enrollment in a class.

** These are also associated with a class, but students not in the class are regularly involved.

ATHLETICS

Intramural Program

Schedule of lunchtime athletic activities

Interscholastic Teams:

Fall, Winter

Football
Volleyball
Swimming
Soccer
Basketball
Cross Country

Spring

Track
Baseball
Softball

Year-Round Sports

Fencing
Golf
Tennis

Eligibility Requirements for All Athletic and Co-Curricular Activities:

All financial obligations to the school must be cleared before a student is allowed to participate in any athletic or extra-curricular activities.

We encourage full participation in co-curricular activities for all students. A student may participate in any Franklin-related co-curricular unless he/she fails to maintain at least a 2.0 Retention Average, with no 'F's in academic subjects, and/or he/she develops an unsatisfactory disciplinary or attendance record.

These eligibility regulations apply to athletics; academic competitions; exhibitions of literary, performance or graphic arts; FTV; clubs and special interest organizations. Also included are participation in field trips and special travel, holding class office, running for election to any other post, representing the school in any way or working in support of any co-curricular activity outside class periods.

These requirements apply to all school-related activities that occur outside class time that are not a part of a grade in a Franklin course. For example: participation in the winter choral or instrumental concerts is a part of the student's grade in the course. Therefore, eligibility requirements do not apply.

Note: A student must be present for the entire school day in order to participate in any co-curricular activity that day. A student must be present the entire school day before a weekend activity in order to participate.
A student must be in attendance for the entire day before a special travel field trip or have a doctor's note justifying an absence in order to participate in the field trip.

A. Computation of Retention Averages For Eligibility:

Grades used to compute retention averages for eligibility to participate will be the quarter report card grades and the semester report card grades. A student may participate in an activity once he/she achieves academic eligibility at any of these times. All students are eligible during the first four weeks, except those who earned an 'F' during the preceding semester. Those students may become eligible at the time of the first progress reports. All coaches and sponsors have the right to refuse eligibility to any student.

Grades used to compute retention averages that determine ineligibility will be those regular grades described above or written progress grades that a teacher may issue at any time that a student earns an "F". Such a student may only regain eligibility through a regular report card.

NOTE: Seniors who have below a 2.0 unweighted academic average at any of the report card periods will be **ineligible** according to the same criteria as 9th through 11th graders.

The following chart shows how we determine eligibility/ineligibility and the timing of that determination:

Grade Received When:	Earliest Can Become Eligible
End of Semester II: (of the preceding year) Students with an "F"	First Quarter Report Card
1st Quarter Progress Report "F" only.	First quarter Report Card.
1st Quarter Report Card: Any "F" or Retention GPA < 2.0.	Semester I Report Card.
2nd Quarter Progress report "F" only.	Semester I Report Card.
Semester I Report Card: Any "F" or Retention GPA < 2.0.	Semester II Report Card.
3rd Quarter Progress Report "F" only.	Third Quarter Report Card.
3rd Quarter Report Card: Any "F" or	Semester II Report Card. Retention GPA < 2.0.
4th Quarter Progress Report "F" only.	Semester II Report Card.

The counselors will produce a list of ineligible students by the following dates: August 18, September 19, October 21, November 15, January 20, February 3, March 24 and April 12. (Semester "Fs" only for those ineligible at the closing of 2005-2006 will come out on opening day of 2006-2007). The lists following the report cards will be comprehensive, that is, they will list everyone who is ineligible. The lists following the progress reports will only give additions to the list – those with "Fs" for the current report.

B. Responsibility for Declaring a Student Ineligible:

It is the responsibility of the coach/sponsor of any activity to determine that students are eligible for the activity before he/she allows the student to participate. If a student loses eligibility during an activity that has already begun, it is this adult's responsibility to communicate the change in eligibility status to the parent.

The retention average/no 'F' requirement is a minimum. Any sponsor may set a higher academic eligibility level for any activity or may refuse eligibility to any student.

Additional Requirements for Interscholastic Athletics:

1. Must meet all L.H.S.A.A. eligibility requirements.
2. Must undergo an approved school physical every year before participating in practice or games. Students should complete physicals at least 30 days prior to the start of practice to avoid delays.
3. All students participating in athletics must purchase the school board 24-hour accident insurance through the school. The School Board has coverage for members of the football team while they are playing football.
4. Must furnish the Athletic Director with a copy of the birth certificate.
5. Must furnish the coach with a signed parental consent slip.
6. Must pay a participation fee: \$10.

C. Travel Requiring Payment:

For activities involving trips for which students pay money, teachers must follow a process that involves (1) approval of the trip by the principal and the Cluster E Executive Director; (2) preliminary parent and teacher permission; (3) contract between the parent and the trip sponsor; (4) initial deposit; (5) interim payments; (6) final payment; and (7) departure. A student must maintain a retention average of at least 2.0 with no "F" throughout every stage of the process or be declared ineligible to go on the trip. **Even when the student loses academic eligibility between the final payment and departure, the student may not travel and must cancel the trip.**

Parents and students should read and understand cancellation and refund policies of the company that organizes the trip or tour. Trip sponsors should make sure to specify that policy before the first deposit is collected. Cancellation usually results in the forfeiture of some or all of the money and is the responsibility of the family of the student and never the school. Parents are encouraged to consider some sort of trip cancellation insurance to cover such contingencies.

SCHOOL OPERATIONS

STUDENT RESPONSIBILITY: Students are expected to be self-disciplined. We seek to have everyone operate under the idea that they want to be treated with respect and that they will treat others with that same respect.

Please call upon counselors, the social worker, teachers, staff and administrators to help solve any personal problems that may arise. This is not a place for bullying or taking matters into your own hands. We do not allow anyone to use force or the threat of force to get his/her own way.

Everyone is expected to be on time every day to every class or study hall, prepared for the work of the day and in possession of everything needed to work in that setting.

Please consider the following operating procedures to be guidelines and benchmarks, suggestions for how to maintain the standard described above. This is not an exhaustive list, but can assist you in managing your activities at school.

All public schools in New Orleans must follow the same set of rules regarding school discipline and student dress. The complete set of these rules is republished in the Appendix I, pp. 35 - 46.

FRANKLIN'S HOURS:

All students should be in their homeroom at or before 8:20. **Students are tardy after 8:20.** FTV begins at 8:20. The school day begins with homeroom at 8:20 a.m. and ends at 3:15 p.m. Homeroom is an important part of the school day, during which students receive vital information through Falcon TV (FTV), the school's television network, and from their homeroom teachers.

In order to maintain an academic atmosphere in the school building, **students are not allowed to be in the hallways before school. Students who wish to be in the building before school must be in a classroom under the supervision of a teacher or in the cafeteria.**

Unless directly supervised by a faculty member in a school-related activity, all students must leave the building immediately after dismissal. For the safety of our students, **NO STUDENT MAY REMAIN UNSUPERVISED IN THE BUILDING OR ON SCHOOL PROPERTY AFTER 4:00 P.M.**

ACADEMIC ASSISTANCE:

A Saturday Program is available in the library staffed by teachers and qualified students from 9:00 to 11:00. A student may attend voluntarily, or teachers may assign students who are having difficulty.

Remember that your own teachers offer the best help in their classes. They will be happy to make themselves available outside of class time to offer such help. Find out when your teachers are available.

EVERYONE ASKS FOR HELP. DON'T BE AFRAID TO ASK. YOUR TEACHERS, COUNSELORS AND FELLOW STUDENTS ARE ALL READY TO OFFER A HELPING HAND.

ATTENDANCE:

According to state regulations, a student is in attendance for a full day if he/she is in school or at a school activity for more than 50% of the day.

This means that a student must be present for at least 4 periods to be considered present for the whole day. A student who is present for 2 or 3 periods is considered present for a half-day only. A student who is present for 1 period or less is considered absent for the whole day.

Regular and punctual student and faculty attendance are key factors in academic success. Absences cause a loss of continuity in the daily learning process in two major ways:

1. It is impossible to recreate the learning activities that go on in a classroom on a particular day. Although a student can usually complete individual assignments at a later date, the student misses the primary learning activities of that day's class.
2. Absences from school can often become overwhelming to a student who must attempt to make up missed work and keep up with current work at the same time.

The State of Louisiana has recognized the importance of regular, punctual attendance. **Louisiana State Law (R. S. 17:221) requires a student in grades nine through twelve to attend school a minimum of 80 days per semester in each class in order to receive grades and credit.** Recently, most semesters have consisted of 88 school days. When that is the case, a student would be able to miss a class eight times for allowable reasons before being required to make up time missed. **In counting the 80 days of required attendance, the reasons for your absence do not matter.**

If students have absences that cause them to be in attendance fewer than 80 days, the actual time missed must be made up to the total of 80 days before a student becomes eligible to receive grades and credit.

Please see Appendix III for a copy of the Louisiana Truancy Law which applies to both absences and tardiness.

Types of Absences

I. Absences that are considered excused and that allow a student to make up work, but ARE COUNTED toward the total number of allowable semester absences are: personal illness, serious illness in the family, death in the family (not to exceed one week), recognized religious holidays of the student's own faith (with prior notification to the school.) In the event that the number of absences exceeds the allowable number, students **will be required to make up the time missed.**

II. Absences that allow a student to make up the work missed and that are NOT COUNTED in the total number of allowable semester absences:

Note: Only the Social Worker can specify that these absences need not be counted. They are not automatically discounted. You must verify the absence with the Social Worker.

- A. Extended personal physical or emotional illness as verified by a physician or dentist. **Illness of up to three days does not fit in this category. That is supposed to be within the eight allowable days per semester.**
- B. Extended hospital stay as verified by a physician or dentist.
- C. Extended recuperation from an accident as verified by a physician or dentist.
- D. Extended contagious disease within a family as verified by a physician or dentist
- E. For any other extenuating circumstances, the student's parents or legal guardian must make a formal appeal in accordance with the due process procedures established by the local school system.

Students who are verified as meeting extenuating circumstances and therefore eligible to receive grades shall not receive those grades if they are unable to complete makeup work or pass the course. Students shall not be excused from school to work on any job, even in their own homes or for their own parents or tutors.

- III. Absences that **DO NOT** allow a student to make up the work missed and that **always count** toward the total number of semester absences:
- A. **TRUANCY:** cutting or skipping school or a class. Students will receive failing grades for the work missed and will not be given an opportunity to make up work.
 - B. **SUSPENSION:** classes missed while suspended from school for any reason. Students will receive failing grades for the work missed and will not be given an opportunity to make up work.
 - C. **SOCIAL REASONS:** such as family trips and vacations, visits to/from relatives, "cut day" or other social reasons whether or not the absence is planned in advance.

We will send home notification after five absences in any semester. This notification will state the number of absences our records show and give the parent a reminder of the rules for excessive absence as defined by the state.

Procedure to obtain an absence that will allow your child to make up his/her work – a Type I or II absence:

1. **When a student is absent, a parent should notify the Coordinator of Student Affairs (CSA) by telephone between 7:30 and 8:30 a.m.** The CSA will be on duty in the office at 286-2600 for most of the school day. Please call during each day of the absence, unless you have made it clear in a previous call that the student will not return for a longer period.
2. When a teacher reports a student as absent, and we do not hear from home, we begin calling parents at home or at work around 9:00 a.m. on each day of a student's absence.
3. On the day the student returns following the absence, the student must bring a formal absence letter and present it to the CSA in the office by 8:15 a.m.

NOTE: Franklin requires a doctor's note in addition to the absence letter for a student who is returning after any contagious illness or after a student has been absent for five consecutive days due to illness.

Note: All absences must be verified in writing. All verifications must be presented to the CSA on the day the student returns to Franklin. Otherwise the absence will not be counted in I or II but be consigned to III, meaning that the student may not make up the work missed.

The absent letter, on a full sheet of 8 1/2 by 11 inch paper, should be as follows:

Formal Absence Letter:

Carol A. Christen, Principal
Benjamin Franklin High School
2001 Leon C. Simon Drive
New Orleans, Louisiana 70122

Date
Student Name and Grade
Student Address
City, State, Zip

Dear Ms. Christen:

Please [excuse/allow] me/my [Insert here whether this letter deals with **for my absence, tardiness, early dismissal, or planned absence**] on [Date(s)].

I **[was or intend to be] [absent or tardy]** for the following reason(s): [Give reason(s)]

Sincerely,

Student Signature

Approved: Parent Signature

NOTE: Students should adapt this same procedure and letter for: **(1) tardiness; (2) early dismissal; and (3) planned absence** by changing the word "absence" to the phrase appropriate to each situation.

4. After the CSA reviews the absence (tardiness or early dismissal) letter in the office, the student will carry the letter to his/her teachers for their signatures.
5. For early dismissal, when the student brings the request to the CSA first thing in the morning and is signing herself/himself out, and for planned absences we will obtain telephone confirmation of the arrangement.
6. At the close of that same day, the student must return the signed letter to the CSA in the office.

Note: Franklin will excuse late arrival or tardiness only when the student has **(1) arranged for it in advance and/or (2) with a doctor's note on the day of the lateness, presented to the CSA upon the student's arrival at school.**

Obtaining Homework Assignments for an Absence:

Each student is responsible for finding out homework assignments during an absence. Students should develop a telephone relationship with other students in each class. Only in the case of an absence of three days or more should parents direct requests for assignments to be completed at home to the student's counselor at 286-2603. (Please note: Teachers are given 24 hours to submit assignments.) Because Franklin's classes are fast paced, making up schoolwork

while keeping up with the daily work can prove overwhelming. Students should make every effort to keep current with work when they are absent.

Procedures for Planned Absences:

We strongly discourage non-emergency absences. In some few special cases, the school may grant permission based upon the student's academic and attendance record as well as upon the reason for the absence.

NOTE: Students should be very careful to maintain an excellent attendance record if they anticipate a planned absence during the year (i.e. college visit). When a planned absence means that a student will not be in attendance for eighty days for the semester, the absence cannot be granted.

Parents should give careful thought and consideration to any request for a student to miss school. We rely on parents to make sure that students avoid unnecessary absences. We particularly request that parents plan their personal family schedules to coincide with the school calendar. When family plans or requirements conflict with the school calendar, it is important for parents to discuss tentative plans with the principal or assistant principal well in advance of the conflict. There are times when we will recommend that such an absence not occur, but if it must occur, you should start preparing for it well in advance. The ultimate goal is to ensure each student the best opportunity for academic success.

Process:

NOTE: We require a written request from parents in order for us to consider allowing a planned absence, field trip, or school performance. This is true no matter the reason for the absence. Church trips and NOCCA performances, when Franklin classes are to be missed, all require a parental letter. When Franklin teachers plan a field trip, students receive a form to be taken home and signed. This form substitutes for the parent letter.

1. The parent should send a formal Absence Letter **no later than two weeks before the absence date.**

Note: The request must come from the parent, not from a teacher or principal at another school, and not from your religious counselor.

2. After the principal reviews and approves the letter, the student will circulate the note to all of his/her teachers. Each teacher will indicate approval or disapproval, giving reasons for disapproval.
3. The student must return the note to the CSA in the office.
4. The principal or assistant principal will grant or deny permission for the absence, and will contact the parent. Please note that this process may

take some time to complete, hence the need for the earliest possible request.

Allowable Early Dismissals, and Late Arrivals:

A student may receive permission to leave school early or to arrive late, but only under the following procedure:

The student must bring a letter from her/his parents requesting excusal for the tardiness or the early dismissal and present the letter to the CSA immediately upon arriving at school. The CSA must reach the parents by telephone to verify the event.

NOTE: The principal will not let your student leave the school premises alone without both written request from the parent or guardian and telephone confirmation.

For unanticipated events:

1. In an **emergency** situation, if the parent or other authorized person on the student's emergency form comes to the school and checks the student in or out.
2. In an emergency, such as an illness, we will **not** allow students to check themselves out simply with a phone call from the parent. Students may check themselves out only by using the procedures in #1, above. If we do not have written verification of the arrangement for our files, we **cannot** dismiss a student.
3. **Before** being dismissed, the student (if able) must obtain signatures from the teachers whose classes he or she will be missing. If you follow the process of a written notice delivered to the CSA in the morning, the student can accomplish this prior to the time of leaving. If you follow the second, emergency procedure, the student will have to complete this process after the parent arrives. **If this is unavoidable, a parent's phone call prior to the pick up time will be helpful.**

Tardiness Procedures:

Tardiness: Tardiness is the act of arriving late to your assigned place. Repeated tardiness disrupts a smooth and organized start to the day or class, thereby damaging the learning level of everyone in the class, not just of the offending student.

Note: The only tardinesses that can be excused are those due to medical reasons or court appointments.

At the beginning of the day:

1. Any tardy student who can reach homeroom prior to 8:25 a.m. should do so. Homeroom teachers will record the tardiness on the homeroom attendance SCAN Sheet.
2. Any student who cannot reach homeroom by 8:25 must report to the office, where the Coordinator of Student Affairs (CSA) will issue a tardy slip. Students should proceed immediately to the current class but must obtain the signatures of their homeroom teacher and all other teachers affected by the tardiness before they return the slip to the office by the end of the day.
3. The CSA will follow these discipline procedures: **(For tardiness to school during one nine weeks grading period)**
 - a. Tardy (but in homeroom before 8:25) up to three times--consequences at the discretion of the teacher.
 - b. Tardy the fourth time--official Friday administrative detention with written notice to the student at least one day before the detention. The student is to inform the parent.
 - c. Tardy the fifth time--parent conference.
 - d. Tardy the sixth time--Saturday detention.
 - e. Tardy the seventh time--Saturday suspension. **(or suspension out of school.)**
 - f. **Any chronic tardiness problem is subject to immediate referral to an administrator.**

Note: Please refer to Appendix III for state law with reference to habitual tardiness.

During the day:

1. Teachers should not allow students to be tardy to class.
2. Each classroom teacher handles tardiness to classes (e.g. parent conference, teacher detentions.)
3. If, after teacher intervention, a student continues to be tardy to class regularly, a teacher should refer him/her to the CSA for disciplinary action.

FOR THE TIME DURING FINAL EXAMS, END OF SEMESTER I:

Because our semester final exams are a full two hours and are comprehensive in nature, we schedule the five academic exams in a five-day period. We expect all students to remain in school for the entire day to study unless we receive a letter requesting that we excuse a student until the time of the exam.

The exam schedules are printed in the school calendar. A more comprehensive schedule will be posted in the week before each exam period.

If parents or guardians give permission to remain home to study, students will need to submit a letter requesting “late arrival” on the days of exams. The homeroom teacher should receive letters no later than Dec. 5 for Sem. 1 and May 8 for Sem. 2.

We anticipate giving seniors their final exams in Semester II May 1 - 5.
AP exams are May 1 – 12.

Passes To and From Classes:

We expect all students to be present and on time to every class and study hall every day. If you need to be somewhere other than in your scheduled class, you must have a pass signed by both the teacher you are going to and the teacher whose class you are leaving.

To Visit the Library: A student wishing to visit the library during a study hall must: (1) sign up at the library before school and receive a pass; (2) show the pass to your study hall teacher at the beginning of the period and then proceed to the library/ computer lab; (3) sign in to the library and (4) return the signed pass to your study hall teacher by the end of that period.

To Visit Counselors or the Social Worker: (1) Get a pass from the person you wish to visit before homeroom or lunch; (2) show the pass to your study hall teacher at the beginning of the period and then proceed to your destination; and (3) return the signed pass to your study hall teacher by the end of that period.

To Visit the College Room or to meet with a College Representative:

1. Pick up the appropriate pass from the counselors’ office – 219B before homeroom or lunch.
2. Have the classroom teacher whose class you are leaving sign the pass.
3. Present the pass to the counselors’ secretary and sign in indicating the time you arrive.
4. Upon leaving, indicate the time on the sign-in sheet and retrieve your pass from the counselors’ secretary. The secretary will sign and note the time on the pass.

5. Return the signed pass to the teacher whose class you missed before the end of the period.

Note: Students may not get a pass from a substitute teacher. If the regular teacher does not leave an assignment, the students are to remain in the classroom.

Cutting a Class or Study Hall: We regard cutting as a serious offense and we will deal with it seriously. We will assign you to a Saturday detention at the first occurrence. Anyone who leaves campus without proper permission will receive a Saturday suspension. Repeated violation of either regulation will result in the student receiving an out-of-school suspension. Before you cut any class or study hall for any reason, please consider whether your request to be elsewhere might indeed be legitimate. **Before you cause yourself unnecessary grief, follow the regulations for obtaining a pass listed above or ask a teacher, counselor, social worker, or administrator for their advice.**

SCHOOL SAFETY AND SECURITY

SCHOOL PICTURE IDENTIFICATION BADGES:

All students and employees at Benjamin Franklin must wear their ID badges at all times. This is the primary way we have of identifying unauthorized persons on campus.

Anyone who forgets his/her ID badge must report to the office before going to homeroom and pay \$5.00 for a replacement badge. Students who have no money must pay the IOU before homeroom the following day. **Students risk disciplinary action if they do not wear the ID at all times while at school.**

SPECIAL INFORMATION FOR PARENTS:

Maintaining Current Student Addresses, Phone Numbers, and Emergency Information:

The smooth operation of Franklin helps to maintain a healthy, safe, and productive learning environment for our students and staff. To maintain this environment, each student/parent must help us keep our records up to date.

1. We need a parent phone number at home and at work, as well as a current mailing address. Cell phone and pager numbers are also useful in helping us notify a parent in an emergency. When there is a change in any of these, please send that change in writing immediately to the CSA. If the student lives part-time with each of two parents, we need a schedule for his/her living arrangements.
2. **Without prior arrangements we will only release students to legal guardians and to those persons listed on the emergency form. Keep this information current. This is for your child's safety.**
5. If a parent is to be out of town, please send us written notice in advance of leaving. We need to know (a) where the student will be staying including daytime and evening phone numbers and an address; (b) the name of the person responsible for the student in the parent's absence; and (c) a phone number and address where the parent may be reached in case of emergency.

Personal Messages: It is Franklin's policy not to interrupt classes except in the case of a genuine emergency. Messages will be recorded in the office. We will make an announcement at the end of fourth and seventh periods for students to pick up those messages. We cannot guarantee that your child will get your message.

Dropping off and Picking Up Students:

The beginning and the end of the day offer the most dangerous situations at Franklin, especially when cars stop so as to impede the flow of traffic. Please observe the following regulations:

1. Drop off students in one of only three places:
 - a. in the parking lane along Leon C. Simon. (**You must remain in your car, parking is illegal there**);
 - b. in the parking lot in front of the school; or
 - c. in the faculty parking lot along St. Anthony. Note that you should enter the parking lot through the second entrance and exit through the third.
2. Pick up students in one of only two places:
 - a. in the parking lane along Leon C. Simon; or
 - b. in the far end of the parking lot along St. Anthony.
3. There is no stopping allowed along St. Anthony.
4. There is no U-turn allowed along St. Anthony.
5. There is no parking allowed in the bus drive along the east side of the school.

Note: If you arrange to pick up your student after 3:25 p.m., most of the crush will have dissipated.

PARENTS AND OTHERS - Visiting the school during the school day:

Parking: When you visit the school as a volunteer or long-term visitor, please obtain a permit from the school secretary to display in your back window. Then you may use the side lot near the gymnasium. When you come to school to pick up your parking permit, for example, you may park in an unmarked space in the parking lot in the front of the building or in the faculty lot for up to thirty minutes. **Please note that the curb next to the building is a No Parking Fire Lane.**

Visitor's Pass: Anyone visiting Franklin during the school day should register in the main office and receive a visitor's pass or badge. This will clearly identify you as a visitor to Franklin and not a trespasser.

PRIMARILY FOR STUDENTS:

Students may not bring visitors to school.

We never allow students to bring visitors to spend the day with them. Please do not embarrass yourself and your guests by bringing them to the office for permission to visit. If you think you have a special case, be sure to ask well in advance or you run the risk of being required to have your guest picked up or having him/her sit in the office throughout the day.

We do not allow students to invite guests for the lunch hour or any other period of the school day. All outsiders on campus who do not wear a visitor's badge will be reported to Security immediately.

WORK PERMITS: Students ages 14 to 17 may obtain work permits from the counselor's secretary. You must present:

1. an "Intention -to-Employ" form signed by the prospective employer; and
2. a birth certificate or birth card and a State ID, or driver's license.

Drivers' License Forms: Students may pick up an enrollment status form in the Counselors' Office.

Trespassers:

Be aware of any people whom you do not recognize as being students, faculty, or staff at Franklin. Report their presence to the nearest staff member. Legitimate visitors will be wearing a visitor's identification badge and all regular students and staff will be wearing their ID badges. Wear your school ID at all times.

Franklin has instituted ID badges, but has yet to adopt school uniforms, or take other measures to ensure your personal safety, as well as that of your personal belongings and school property. If this freedom from restriction is to continue, it is vital that all of us deal with strangers on campus immediately upon sighting them and all of us wear our ID badges at all times.

Be aware of your surroundings coming from and going to your cars.

We have experienced one car jacking from the student lot. It happened at around 3:30 p.m. with a large number of students and even faculty in the immediate area.

Cars parked on the street and in our parking lots are vulnerable to theft. These are not good locations to leave a car with an expensive stereo, car phone, or other personal items in it. Your car is no safer here than parked in the French Quarter. Take similar precautions to those you would use in any urban environment. Thieves know that there are cars parked unattended on and near the UNO campus for long periods of time. Don't make it easy for them to appropriate your property.

If you do discover a theft or damage to your car or you discover any missing property, please report it promptly to the office. **Minutes count!** We will take immediate, appropriate action. The student must file a security report in the office immediately. We will report all violations of law to the police.

PARKING PERMITS:

Benjamin Franklin will issue Student Parking Permits to students who show: (1) a valid driver's license; (2) an Orleans Parish Vehicle Registration; (3) a current Orleans Parish Brake Tag; and pay the \$2.00 per vehicle application fee.

Students may obtain parking permits at registration or by appointment with the CSA during the year in the main office. Parking is on a "first-come, first-served" basis each day. A student parking permit does not guarantee you a parking space on any particular day.

Student Parking Regulations:

1. All student cars parked in the student lot must have a current **Benjamin Franklin Student Parking Tag** clearly displayed in the **lower left part of the rear window on the driver's side. Only that tag location is valid.**
2. UNO police require that you park your vehicle **headed** into a marked space. Do **not** back into the space.
3. Do not use any other lot for student parking. UNO lots are for UNO students and you risk being ticketed there; parking in the lot in the front of the building is for short-term (up to thirty minutes) visitors; and all of the side lot is for faculty and staff. **You risk losing your parking privileges and incurring other school penalties for parking in these locations.**
4. Cars are off limits to all students during the school day except for students attending off-campus courses.
5. Failure to follow these guidelines may result in loss of student parking privileges, other school penalties, and/or a costly ticket issued by the UNO Campus Police. We will regard the subsequent fine as a financial obligation to Ben Franklin.

Students without Parking Permits:

Any student without a current Franklin Parking Permit properly displayed in his/her vehicle will have to park off campus in the neighborhood. Please avoid parking in front of homes in the area. Do not congregate in the neighborhood before or after school.

Note: Please be very careful not to "trash" the neighborhood. Our neighbors are our friends, reporting suspicious actions and protecting your cars with their vigilance. Please respect them by not congregating in the area across the street in front and by picking up whatever litter you see. The area should be cleaner after you pass through it.

Lunchtime Rules:

No student is allowed to leave campus during lunchtime. Students may not go to the parking lot during lunchtime. We expect that all students will cooperate in maintaining a clean building during and after the lunch hour. Discard all trash properly and return all lunch trays to the cafeteria prior to the end of the lunch hour. Eat your lunch on campus in the cafeteria or in the courtyard. Students may only eat in classrooms when the teacher has agreed and is present.

Students may not eat in front of the building, in the foyer, in corridors, in stairwells, in the auditorium or in the gymnasium.

Smoking: City and State laws forbid students smoking anywhere on campus or at school-sponsored events. Students caught smoking or with cigarettes will be suspended.

Lost and Found:

Students are encouraged to keep backpacks and purses with them at all times and keep lockers closed and locked. (This will help discourage theft.) Make certain to label your calculators and other materials. Please bring all articles found on campus to the main office where the owners may retrieve them.

Items in the Lost and Found (except for books and purses) will be discarded every Friday.

APPENDIX I:

**STUDENT-PARENT GUIDE TO “Project RESPECT and
YOU: A STUDENT, FAMILY AND COMMUNITY
HANDBOOK”:**

This section of the Student Handbook contains the principles which guide the regulations of the New Orleans Public Schools (NOPS) and the concomitant student responsibilities regarding school attendance, freedom of speech and expression, petition, peaceful assembly, distribution of printed materials, discrimination, governance, privacy and security of both their persons and their school records, membership in organizations, patriotic ceremonies, textbooks, tobacco, alcohol, drugs, weapons, grades, student dress, personal appearance, and conduct. We expect each student and parent to enter into a contract with the NOPS each year regarding these principles and regulations.

Student Code of Conduct:

As with all New Orleans Public Schools, Franklin endorses this list of unacceptable behaviors and their accompanying disciplinary actions. They range all the way from "Use of profane or obscene language to another student"--calling for a parental conference, detention, or other referral; to more serious behaviors for which we will move to expel a student. You and your parents should familiarize yourselves with this set of regulations:

The New Orleans Public School District views both out of school suspension and expulsion as a *last resort* in dealing with disruptive students. We will employ all means short of denying school attendance to assist disruptive students to behave appropriately in school.

Explanation: We will exert every possible effort to make sure that students do not miss class time for disciplinary reasons, hence the five levels of detention/suspension, as listed on page 37.

Class I Behaviors

- 1.00 Failure to respond to adults with “Yes/No Mr./Ms. ____” (K-6)
- 1.01 Three (3) incidents of distraction of other students
- 1.02 Develop organizations not sanctioned by School Board policies
- 1.03 Minor disruption on a school bus or RTA bus
- 1.04 Cutting class
- 1.05 Three (3) unexcused absences/tardiness. Note: the primary consequence of even one unexcused absence or tardiness is the student not being allowed to make up the work or test missed
- 1.06 Inappropriate public display of affection
- 1.07 Failure to bring classroom materials, homework, or other required items to class

- 1.08 Violation of the Dress Code
- 1.09 Truancy from school
- 1.10 Any other offense that the principal reasonably judges to fall within this category.

Note: Some of these “other offenses” are listed in the “School Operations” section of this handbook.:

ITEMS THAT YOU MAY NOT BRING TO SCHOOL:

In addition to those items specified in the school discipline code, pagers and cellular phones, radios, tape and disc players and other listening devices with or without headphones may not **be brought to school**. **These will be confiscated and returned only to the parent or guardian at the end of each quarter during report card conferences. (All NOPS high schools will be following this procedure.)**

Card playing is specifically forbidden, so decks of cards must not be brought to school.

Recommended Disciplinary Action(s)

Student-teacher conference
 Student-teacher-parent conference
 Referral to Social Worker or Counselor
 Detention
 Administrator-student-parent-teacher conference
 Assignment to Intervention Program
 Referral to SATeam
 Disciplinary Assignment
 Conflict Resolution
 Anger Management
 Positive Behavior Support
 Peer Mediation
 Intervention Rooms
 Teacher as Advisor
 Teen Court
 Teen Camp
 Positive Behavior Management Practices

Although certain consequences are recommended and not mandatory, certain others (Class III behaviors, physical fighting between students, and strong verbal abuse between students, etc.) will result in an immediate principal’s recommendation to expel for Class III behaviors, out-of-school suspension of both parties in the case of physical fighting, and Saturday detention for verbal abuse.

There is no place here for such confrontations. We intend to keep Franklin as a place of scholarship so that all of our students may benefit to the maximum degree.

At Franklin there are five levels of detention/suspension: These consequences escalate with the severity and the repetition of unacceptable behavior.

1. **Teacher Detention:** Teachers assign this to students for a variety of Class I behaviors. Detention may last up to one hour before or two hours after school and requires parent notification at least the day before. Teachers may also assign detentions during the lunch period.
2. **Administrative Detention:** The office (CSA or Administrator) assigns this for a variety of Class I behaviors. It lasts from 3:15 to 5:00 p.m. on Fridays and requires at least one day's prior notice to parents.
3. **Saturday Detention:** The principal or assistant principal assigns this for a variety of Class I behaviors. It lasts from 9:00 to 11:00 a.m. and requires prior notice to parents. Students who have had 3 Friday detentions will automatically receive a Saturday detention for their 4th Class I behavior.
4. **Saturday Suspension:** The principal or assistant principal assigns this for a variety of Class II behaviors. Students who have had a Saturday detention will receive a Saturday Suspension for their next Class I behavior. Students who continue to exhibit behavioral problems will be suspended out of school.
5. **Out-of-School Suspension:** The principal or assistant principal assigns this for a variety of more serious behaviors. See the Class II behaviors listed below. Students who have been suspended (Saturday or out of school) three times within a year will be recommended for expulsion for their next suspendable behavior.

"The parent is responsible for providing transportation to and from school for students on detention."

from Discipline and Dress Codes, p. 20

CORPORAL PUNISHMENT – In no case shall corporal punishment be used in the New Orleans Public Schools

SENIOR PRIVILEGES

1. Seniors who have had no detentions or suspensions during their years at Franklin and who are not academically ineligible will have senior privileges.
2. All other seniors may be granted senior privileges at the discretion of the principal with recommendation from teachers.
3. Senior privilege is not a right and may be revoked at any time.

Class II Behaviors

CLASS II BEHAVIORS	DISCIPLINARY ACTION (S)
2.00 Three (3) violations of Class I behaviors (other than Code 1.00)	In-school suspension/Saturday alternative
2.00.1 Five violations of Class I Behaviors (other than Code 1.00)	1 to 3 days out-of-school suspension
2.01 Intentionally providing false information to any employee if the School Board	In-school suspension/Saturday alternative, 1 to 3 days out-of-school suspension
2.02 Creating a disturbance in the class and/or on the campus with mitigating circumstances.	In-school suspension/Saturday alternative, 1 to 3 days out-of-school suspension
2.02.1 Creating a disturbance in class and/or on the campus or at a school-sponsored activity without mitigating circumstance	1 to 5 days suspension
2.03 Trespassing – (entering or remaining on school campus without permission or while on suspension)	In-school suspension/Saturday alternative; 1 to 3 days out-of-school suspension
2.04 Written or verbal proposition to engage in a sexual act	1 to 5 days out-of-school suspension
2.04.1 Inappropriate touching or advances with sexual overtones	1 to 5 days out-of-school suspension
2.05 Leaving the school campus without permission	In-school suspension/ Saturday alternative; 1 to 5 days out-of-school suspension
2.06 Intentional disrespect for authority/willful disobedience/ persistent disobedience that interferes with the well being of other students or that prevents the teacher from carrying on class activities	1 to 5 days out-of-school suspension
2.07 Using or possessing tobacco products, matches or lighter	In-school suspension/ Saturday alternative; 1 to 5 days out-of-school suspension
2.08 Use of profane/obscene language	Conference, Detention, In-school suspension, 1 – 2 day out-of-school suspension

CLASS II BEHAVIORS	DISCIPLINARY ACTION (S)
2.09 Fighting (all students K-12)	<p>In-school suspension/Saturday alternative.</p> <p>1-5 day out-of-school suspension (unless the student is defending himself/herself.)</p> <p>1st offense (if no injury) also requires:</p> <ul style="list-style-type: none"> (1) mandatory conflict resolution classes for student (2) eight (8) hours of school/community service for student on two (2) Saturdays <p>2nd offense also requires:</p> <ul style="list-style-type: none"> (1) mandatory conflict resolution classes for student and parent (2) \$25 fee ** (3) 12 hours of school/community service for student <p>3rd offense results in a recommended expulsion (3.09.6)</p> <p>** The school principal shall be responsible for collection of fees to pay for the cost of conflict resolution classes/Saturday activities.</p>
2.10 Gambling (participating in a game of chance for a reward or prizes)	<p>In-school suspension/Saturday alternative</p> <p>1-5 day out-of-school suspension</p>
2.11 Extortion or threats	<p>In-school suspension/Saturday alternative</p> <p>1-5 day out-of-school suspension</p>
2.11.1 Harassment, intimidation, and bullying of students by other students	<p>In-school suspension/Saturday alternative</p> <p>1-5 day out-of-school suspension</p>
2.12 Possession of stolen property	<p>In-school suspension/Saturday alternative</p> <p>1-5 day out-of-school suspension</p> <p>Student will not be readmitted until payment/written arrangements for restitution are made.</p>
2.13 Possession of/igniting fireworks or firecracker or laser pointer/pen	<p>In-school suspension/Saturday alternative</p> <p>1-5 day out-of-school suspension</p>

CLASS II BEHAVIORS	DISCIPLINARY ACTION (S)
2.14 Theft (stealing) of an amount of money less than \$100, or an object valued at less than \$100	In-school suspension/Saturday alternative 1-5 day out-of-school suspension Student will not be readmitted until payment/written arrangements for restitution are made.
2.15 Inappropriate behavior on field trips	In-school suspension/Saturday alternative 1-5 day out-of-school suspension
2.16 Assault (verbal threats) to any School Board Employee	In-school suspension/Saturday alternative 1-5 day out-of-school suspension
2.17 Major disruption on a school bus or RTA bus	In-school suspension/Saturday alternative 1-5 day out-of-school suspension with denial of bus privileges/tickets possible
2.18 Battery (without bodily injury) on another student	In-school suspension/Saturday alternative 1-5 day out-of-school suspension
2.19 Vandalism of school employee's property or other students' property, textbooks or other articles of value	In-school suspension/Saturday alternative 1-5 day out-of-school suspension Student will not be readmitted until payment/written arrangements for restitution are made.
2.19.1 Vandalism of School Board property	In-school suspension/Saturday alternative 1-5 day out-of-school suspension Student will not be readmitted until payment/written arrangements for restitution are made.
2.20 Any other offense which the principal judges is similar to the existing Class II behaviors	In-school suspension/Saturday alternative 1-5 day out-of-school suspension
2.21 Failure to attend or leaving without permission the In-school suspension/Saturday alternative	1-5 day out-of-school suspension

Please Note: A suspension, whether it is out of school or on Saturday **is a suspension. Suspension differs from detention in that we complete suspension forms which are forwarded to the Orleans Parish hearing office**

and therefore they become a part of the student's record. Many selective colleges and universities ask the student to answer such a question as, "Have you ever been suspended, expelled, or denied school attendance in any way?" on their applications.

In accordance with Louisiana Revised Statute 17:416C, any student after being suspended on three occasions for committing any suspendable offense during the same school session, shall on committing the fourth offense be expelled from the public schools of the Parish wherein he/she resides until the beginning of the next regular session, subject to the review of the local school board.

3.00 is the only Class II offense in which the police, etc., are not called for violators.

CLASS III BEHAVIORS	MANDATORY DISCIPLINARY ACTION(S)
3.00 Fourth suspension after three previous suspensions in the same school year consistent with state law	RECOMMENDATION FOR EXPULSION Minimum of 90 days (1 semester)
3.01 Battery with bodily injury to another student at school or any school-related activity	RECOMMENDATION FOR EXPULSION Minimum of 90 days (1 semester)
3.02 Battery (bodily injury) to a School Board employee at school or school-related activity	RECOMMENDATION FOR EXPULSION Minimum of 90 days (1 semester)
3.03 Possession, use, concealment, or transmittal of drugs or alcohol	RECOMMENDATION FOR EXPULSION 12 calendar months (under 16 years, grades 6-12) 24 calendar months (16 years or older)
3.04 Arson (willful burning of any part of the school building or property therein)	RECOMMENDATION FOR EXPULSION Minimum of 90 days (1 semester) Student will not be returned from expulsion until payment/written arrangements for restitution are made.
3.05 Theft -- stealing or extortion of money or property valued at \$100 or more	RECOMMENDATION FOR EXPULSION Minimum of 90 days (1 semester) Student will not be returned from expulsion until payment/written arrangements for restitution are made.
3.06 Robbery (taking anything of value from another by use of force or intimidation)	RECOMMENDATION FOR EXPULSION Minimum of 90 days (1 semester)

CLASS III BEHAVIORS	MANDATORY DISCIPLINARY ACTION(S)
3.07 Burglary of school property (unauthorized entering of any School Board building or vehicle with the intent to commit theft or damages)	RECOMMENDATION FOR EXPULSION Minimum of 90 days (1 semester) Student will not be returned from expulsion until payment/written arrangements for restitution are made.
3.08 Burglary or damage of any vehicle; unauthorized entering of any vehicle parked on or near school property with the intent to commit theft or damage	RECOMMENDATION FOR EXPULSION Minimum of 90 days (1 semester) Student will not be returned from expulsion until payment/written arrangements for restitution are made.
3.09 Possession, use, transmittal or concealment of Firearms/ Guns: including pistol, rifle, zip gun, shot gun, loaded or unloaded, BB gun, starter gun, explosive propellant or destructive device whether operable or inoperable	RECOMMENDATION FOR EXPULSION 12 calendar months (LA R.S. 17:416)
3.09.1 Possession, use, transmittal, or concealment of a knife: including, but not limited to switch blade, penknife, and similar objects	RECOMMENDATION FOR EXPULSION Minimum of 90 days (1 semester)
3.09.2 (K-5) Possession, use, transmittal, or concealment of a knife: including, but not limited to switch blade, penknife, and similar objects	The principal may, but shall not be required to recommend expulsion in accordance with LA R.S. 17:416c
3.09.3 Possession, use, transmittal or concealment of other weapons including, but not limited to, razor blade, ice pick, dirk or other sharp instruments, nunchakus, brass knuckles, pipe, Chinese star, Billy club, machete, mace, tear gas gun, or electric weapons or devices such as a stun gun	RECOMMENDATION FOR EXPULSION Minimum of 90 days (1 semester)
CLASS III BEHAVIORS	MANDATORY DISCIPLINARY ACTION(S)
3.094 Miscellaneous: use of any object or substance to harm, frighten or intimidate others including, but not limited	RECOMMENDATION FOR EXPULSION Minimum of 90 days (1 semester) up to 12 calendar months

to, rocks, pens/laser pens, pencils, toy guns and similar objects.	
3.10 Participating in or causing a disturbance at school or school-related activities, e.g., riot, group fights, multiple participants	RECOMMENDATION FOR EXPULSION Minimum of 90 days (1 semester)
3.10.1 Interference with School Board Employee's investigation of an incident	RECOMMENDATION FOR EXPULSION Minimum of 90 days (1 semester)
3.11 Bomb threats/setting off fire alarm	RECOMMENDATION FOR EXPULSION Minimum of 90 days (1 semester)
3.12 Rape	RECOMMENDATION FOR EXPULSION Minimum of 90 days (1 semester)
3.13 Sexual Harassment as defined by law	RECOMMENDATION FOR EXPULSION Minimum of 90 days (1 semester)
3.14 Sexual intercourse on school grounds or at school related activities	RECOMMENDATION FOR EXPULSION Minimum of 90 days (1 semester)
3.15 Any other offense which the principal may reasonably judge to fall within this category	RECOMMENDATION FOR EXPULSION Minimum of 90 days (1 semester)

Mandatory Disciplinary Action(s)

Expulsion

We shall notify The New Orleans Police Department, the New Orleans Public Schools Security Department, the Area Superintendent's Office, and the School District's Information Office immediately when Class III offenses occur.

A student while under in-school suspension, alternate Saturday suspension, in-school alternative suspension, out-of-school suspension or expulsion shall not enjoy the right of participating in any school activity.

The Hearing Commission or any Hearing Officer designated by the Superintendent of Schools has the authority to determine whether the expulsion is limited or permanent and to take other corrective disciplinary action. STUDENTS FOUND GUILTY OF CLASS III BEHAVIORS 3.03 AND 3.09 SHALL BE EXPELLED IN ACCORDANCE WITH STATE LAW (LA REVISED STATUTE 17:416c).

Student Dress and Grooming Code

The dress code applies all year long when students are at school or at school events. This includes Saturdays, evenings/nights, and summer.

Teachers will deal directly with violators of the dress code according to the following procedure:

- Teachers will issue a Dress Code/ID violation slip to a student who is out of compliance with the dress code or without an ID on in the classroom. The teacher will also require the student to correct the problem. **
- When a student has been issued the 4th warning slip by a teacher, the teacher will complete an official discipline referral form for “willful disobedience,” clip the copies of the warning slips to the form and submit it to the assistant principal.
- The assistant principal will enforce the discipline policy of the New Orleans Public Schools (see Class II behaviors #2.06)

**** Note:** If an ID or dress code violation cannot be corrected immediately (i.e. the student puts on the ID, tucks in the shirt, etc.), the student should be given the Dress Code slip and sent to the assistant principal. If necessary, the student will be made to purchase a new ID and/or we will contact parents asking them to bring a change of clothing. Students will remain in the office until appropriately dressed or they will be sent home. Students will not be allowed to make up work missed as a result of being sent to the office.

The principle behind the dress code rules is: **All students are to wear appropriate attire to foster the best environment for learning and for their own safety.**

The following rules are to assist students in observing basic rules of personal hygiene and dress in a manner that will not distract from the educational process:

The Project Respect Dress Code is in quotation marks. Franklin's elaborations are in the notes.

1. "Students are prohibited from wearing hair curlers or other hair grooming aids or implements that divert attention from the learning process."

Note: Students are permitted to wear moderate hairstyles. Immoderate hairstyles include but are not limited to mohawks, razor cuts, unnatural hair color and shaved heads (except in the case of illness).

2. "Students shall not wear suggestive or revealing attire that diverts attention from the learning process."

Note: Please realize that school is not a party or a social occasion. Items appropriate to those occasions may not be appropriate at school and school functions. The principal will consider as "suggestive or revealing attire" any garment that she deems to fit this category. Some clothing items that fit this category are immodestly short shorts and skirts (see below), low-cut necklines, sleeveless tops, tops with straps not sleeves, undergarments worn as outer garments, clothing torn to expose areas of the body that are normally covered (this includes knee-less jeans) and pajama tops or bottoms.

3. "Primary (K-3) students may wear shorts; all others may wear knee-length shorts. Gym shorts are only appropriate for the physical education program and are not to be worn to attend other classes."

Note: All clothing must be worn correctly on the body. All clothing must appropriately fit the individual. Tops must be tucked in to the waistband at the waist.

2. "Caps and hats are not to be worn in the school building if they divert attention from the learning process."

Note: All hats and headgear including scarves, sweatbands and bandannas distract from the learning process. They may not be worn in the building including the gymnasium, hallways and cafeteria. If you insist on wearing them to school be sure that you remove them when you enter a school building.

5. "Shoes without backs are not permissible. This includes slippers, shower thongs, and other footwear judged by the principal as inappropriate for school."

Note: Shoes must be manufactured with backs. Do not attempt to fashion a back in any manner.

6. "Tank shirts and undershirts as outer garments are not acceptable. Shirts or blouses tied at the midriff, clothing not properly fastened, or any item of

clothing with a bare midriff is not to be worn. Mini-skirts and mini-dresses are not permitted. Pants worn below the waist are not permitted. Undergarments must not be visible. Belts must be worn.”

Note: If your midriff becomes exposed during the activity of the day, even if it is covered when you are at rest you violate this regulation. Basically, this means the top part must be tucked into the lower part at the waist.

7. “Students are not to wear sunglasses in the school building unless a doctor’s permit to this effect is on file.
8. “Clothing, jewelry, buttons, patches, or any other items with words, phrases, symbols, pictures, or signs which use indecent, profane, suggestive, or swear words, or are drug or alcohol related are not to be worn.
9. “For the health and safety of all students, ornate and/or expensive jewelry, such as medallions and gold chains are not to be worn by students while on School Board property or at school-sponsored activities. Such items place students in danger or being accidentally injured, assaulted or robbed.

Note: At school and school functions, the only permissible place to wear body-piercing ornamentation is in the ear lobes – only one per ear lobe, please.

10. “At schools where it has been determined that students should wear uniforms, students should adhere to this policy.”

APPENDIX II MLA CITATIONS

BOOKS

Author's name (last name first); complete title of book (italicized); name of editor (if any); name of translator, writer providing an introduction or preface, name of a series; edition if other than the first; place, publisher, and date of publication; number of volumes (if more than one); **page numbers when necessary**.

Salinger, J.D. *Catcher in the Rye*. New York: Dutton, 1998.

Book by two or more authors

Franklin, John and Martha Smith. *The Name of the Game*. Chicago: Johnny Press, 2000.

Book that is edited or a critical edition

Gresh, John. *A Collection of Critical Essays*. Edited by Mary Black. Carson City, Free Press, 2001.

Book with no author's name given

Webster's Biographical Dictionary. Springfield: Merriam, 1999.

Book, anthology

Chaucer, Geoffrey. "The Nun's Priest's Tale." *An Anthology of Famous English and American Poetry*. Ed. William Rose Benet and Conrad Aiken. New York: Random House, 1945.

Book, an edition

Shakespeare, William. *Hamlet*. Ed. Louis B. Wright and Virginia A. LaMar.

REFERENCE WORK

Encyclopedia, signed article

Smith, John R. "Emancipation." *World Book Encyclopedia*, 1985.

Encyclopedia, signed article

"Hughes, Langston." *Encyclopedia Britannica*, 1999.

Encyclopedia with editor/compiler

Benet, William Rose, ed. "Impressionist." *Reader's Encyclopedia*. New York: Crowell, 1969.

Encyclopedia (multivolume)

"Australia." *Cities of the World*. Ed. Brian Rajewski. Revised ed. Detroit: Gale, 2004.

MAGAZINE/PERIODICAL ARTICLES

Author's name (last name first); full title of article (in quotation marks); name of magazine (italicized); date of publication; volume number; page numbers (without "p." abbreviation)

Brown, Jimmy. "Brazil." *Newsweek* 10 June 2001: 18-20.
(weekly magazine)

Cross, Harry. "Mexico." *National Geographic* January 1999: 95-100.
(monthly magazine)

Newspaper Article

James, Carmen. "Uganda." *Washington Post*. 16 Feb. 2003, morning ed.: sec. 2:34+

Periodical on CD-ROM

Jemison, Jane. "Rhonda Nash." *New York Times* 1 Dec. 1998, late ed.: B3
New York Times Ondisc. CD-ROM. UMI-Proquest. Feb. 1999.

RADIO AND TELEVISION PROGRAMS

The Last Hurrah. Narrator Jane Smith. Written and produced by Jane Smith.

PBS

Special. WHYY, Philadelphia. 30 March 2002.

VIDEOTAPES

The North Star. Videocassette. Dir. Bruce Goddard, PBS Video, 2001. 40 min.

WEB RESOURCES

1. Names of the author's last name then first
2. Title of an article, short story, poem within a project, in a database or periodical (**in quotation marks**) or title of a posting to a discussion list or forum taken from the subject line and put in **quotation marks** followed by the description *Online posting*
3. Title of a book underlined
4. Name of the editor, compiler, or translator of text preceded by an abbreviation, (ed.)
5. Publication information for any print version of the source
6. Full title of the page or document; database, periodical, or scholarly project (underlined), or professional or personal site with no title, a description such as *Home page*
7. Name of the editor of the scholarly project or database (if available)
8. Version number of the source (if not part of the title) or, for a journal, the volume number, issue number, or other identifying number
9. Date of electronic publication, last update, or date of posting
10. If from a subscription service, the name of the service; if a library is the subscriber, the name and city, state abbreviation, if necessary of the library
11. Number of pages / number range, paragraphs, or sections, if numbered
12. Institution or organization sponsoring or associated with the Web site
13. Date of download
14. Electronic address, or URL of source (in angle brackets); or, for a subscription service, the URL of the service's main page (if known) or the keyword assigned by the service:
URL <http://address/filename>

Article in a journal

Stevenson, Robert. "Analysis of Chaucer." Modern Language Review 3.4

(1889) : 14 pars. 28 Feb. 2000 < <http://ubodg.ufl.fl:8002/0/e-resource/>>

Article in a reference database

"France." Britannica Online. Vers. 97.1.1 Mar. 1997. Encyclopedia Britannica.

29 Mar. 1997 < <http://www.eb.com:180>>

Article in a magazine

Jackson, Mark E. "Where is earth?" Slate 5 June 1999

< <http://www.slate.com/Economics/97-05/Economics.asp>>

Work from a Subscription Service

Kortz, Gene. "Kosovo." The Nation 15 May 2002: 22.

Infotrac. Benjamin Franklin High School Lib., New Orleans, LA

28 Jan. 2003 <<http://infotrac.galenet.gale.com/>>

APPENDIX III
LOUISIANA TRUANCY LAW (EXCERPT)
R.S. 17:233

Cases of habitual absence and/or tardiness referred to juvenile or family court A. Any student who is a juvenile and who is habitually absent from school or is habitually tardy shall be reported by visiting teachers and supervisors of child welfare and attendance to the family or juvenile court of the parish or city as a truant child, pursuant to the provisions of Chapter 2 of Title VII of the Louisiana Children's Code relative to families in need of services, there to be dealt with in such manner as the court may determine either by placing the truant in a home or in a public or private institution where school may be provided for the child, or otherwise, **B. (1) A student shall be considered habitually absent or habitually tardy when either condition continues to exist after all reasonable efforts by the principal and the teacher have failed to correct the condition after the fifth unexcused absence or fifth unexcused occurrence of being tardy within any month or if a pattern of five absences a month is established. The student's principal or the principal's designee, with the aid of the teachers, shall file a written report showing dates of absence or tardiness, dates and results of school contacts with the home, and such other information as may be needed by the visiting teacher or supervisor of child welfare and attendance.**

PLEASE NOTE: AS OF THE 2004-2005 SCHOOL YEAR, THE SCHOOL IS REQUIRED TO PLACE A "TRUANCY FLAG" ON THE COMPUTER RECORD OF ANY STUDENT WHO IS HABITUALLY ABSENT OR TARDY AS DESCRIBED ABOVE. THIS FLAG BECOMES PART OF THE STUDENT'S ENROLLMENT RECORD. THIS INFORMATION IS UPLOADED TO THE STATE ON A REGULAR BASIS.